

## Development of study skills in the development of school teachers on the basis of public online open courses

Soyibnazarov Abbasjon Ikromjonovich<sup>1</sup>

<sup>1</sup>Jizzakh Polytechnic Institute, independent researcher

E-Mail: [soyibnazarov115@gmail.com](mailto:soyibnazarov115@gmail.com)

\*\*\*

**Abstract:** This article discusses the development of teaching skills in the training of school teachers on the basis of public online open courses. It is no secret that today some teachers of the public education system of Uzbekistan are not able to work freely and independently with modern information technology. Public online open courses are just as relevant for today's educators as they can independently develop their knowledge without being separated from work. In order to study in such courses, it is necessary to guide them properly and develop their skills.

**Keywords:** OOOO, ICT, Online platform, forums, chats, blogs, open certification, OMOK.

### INTRODUCTION

The rapid development of science and technology has led to a number of innovations in the public education system of Uzbekistan. Today's school teachers are required to have a high level of media literacy in addition to their specialty. Public education educators will need to be able to make full use of ICT tools in order to be able to take in-service training courses at a distance, that is, in-service training using public online open courses. In the context of full informatization of society, the society pays more and more attention to the problems of radical changes and technological changes, strengthening the links between education, science and industry, active implementation of professional standards, retraining and advanced training. The system of professional development of all school teachers and staff in the public education system of the Republic of Uzbekistan needs to be reorganized and modernized. The search for formats, models and technologies for continuous training and retraining of education professionals in line with modern realities remains relevant. The organization of distance learning of school teachers in the form of mass online open courses (OOOC) and the creation of innovative technologies is a requirement of today. The concept of "public open online course", which is based on the content of electronic multimedia and is considered as a form of e-

learning in which many listeners participate in an interactive mode, is becoming one of the most relevant terms in modern education. The advantages of OOOCs in organizing joint forms of distance learning are many. Such courses allow students to integrate planned online interactions with teachers. Extensive discussions on topical professional topics, offline study of study material records, and assessment of the audience's independent network work will be provided. On the basis of OOOO, the training of school teachers and the implementation of the principles of open education is carried out through certain platforms. The main approaches to creating a new learning environment using OOOO as an innovative platform for retraining and professional development of teachers will be presented. Public open online courses are a promising form of e-learning in online professional communities. The proposed innovative model of teacher training allows for the rapid implementation of advanced pedagogical ideas and the use of teaching aids based on modern information and communication tools. This technology can be used by the heads of interdisciplinary regional centers for training and retraining.

The growing attention of the public to the problem of retraining and advanced training of personnel for the field of education is due to the growing flow of new scientific information; radical changes in engineering and technology; ever-strengthening links between education, science and industry; active implementation of professional standards in practice.

In the system of professional development there is a gradual transition from a centralized training model to horizontal network interaction, which requires not only a perfect mastery of information and communication technologies, but also creates the necessary conditions for the selection of individual areas of education.

Integrated forms of e-learning are used to retrain and improve the skills of teachers:

- independent network work of students with open learning resources in the process of mastering the course;
- remote form of planned online communication with speakers and teachers;
- discuss professional issues through video communication, network communication (forums, chats and blogs);
- Study of transcripts of lectures, watching educational videos.

The problem of organizing continuous, flexible, effective and quality professional development of the teaching staff can be solved mainly through the use of

- distance learning technologies
- An interactive network that combines formal, non-formal education and self-education opportunities, mediated by modern information and communication technologies and based on an activity approach.

The choice of distance learning courses offered by various organizations and professionals allows the teacher to increase the level of knowledge in a particular field, to form a willingness to effectively design the learning environment in accordance with modern requirements.

In retraining and upgrading the skills of public educators through the online platform, it is first necessary to teach teachers to use the platform independently and freely. The OOC (public open online courses) model, which is based on person-centered and competency-based approaches, can be used to improve the skills of teachers. This model includes:

- goals and objectives of the training, which determine the main directions of the choice of educational trajectory;
- Procedures, principles and stages of retraining and passing courses;
- support mechanisms and resources to ensure the interaction of participants in the educational process;
- Predicted positive learning outcomes expressed in teacher training.

OOC provides the necessary knowledge environment and is aimed at solving the following tasks:

- each trainee should be able to learn independently and use equal opportunities to choose the learning algorithm, that is, to determine the individual trajectory of the acquisition of new knowledge, the necessary skills and professional development;

- Ensuring the teaching of educational material in a convenient electronic form with the necessary information resources;

- Implementation of innovative pedagogical ideas for the organization of design and research activities of students within the selected training course;

- creating conditions for the replacement of the authoritarian method of scientific leadership (traditional pedagogical system of education) with the democratic method adopted in the new educational environment, using modern electronic means of communication;

- Encourage students to develop personal intellectual qualities and skills aimed at finding the necessary information and turning it into knowledge.

Particular attention will be paid to the following practical issues in improving the skills of listeners through OOCs and teaching them how to use this platform:

- selection of the most appropriate and appropriate course type;
- consideration of key factors - didactic, technical and administrative;
- structure of key elements;
- The pedagogical and methodological components of

online lessons, taking into account the ability to implement continuous self-education and teamwork, based on the principles of critical thinking and collaboration, taking into account the requirements for them in the XXI century.

Different perspectives on the application, dissemination, and development prospects of OOC are indicative of the search for optimal and convenient practices for professional development, including teacher training.

Among the main positive features of OOCs related to the implementation of the principles of continuity and independence of education are publicity, integrity, online learning and listening to not only learning materials but also problematic practical assignments, a strong communicative component expressed in the presence of constant communication. go giving individual online consultations. An important factor for teachers to take in-service training courses through OOCs is the opportunity to obtain a certificate upon successful completion of this training.

- open table: students have the opportunity to combine different sources of education to fully meet their individual needs, to create a sequence of mastering their logical or educational-methodological complexes from different disciplines;

- open learning: teachers or students can create new ideas through a variety of activities and share them in the learning process;

- open certification: the evaluation of the results achieved by teachers, the listener himself and other coaches of colleagues is carried out in the learning process, ie there is an opportunity for self-assessment, group control or mutual evaluation of each other's achievements by participants;

- Open platform: the ability to create an attractive, intuitive and stable user interface for teachers and listeners and to participate personally in ensuring effective operation, to maintain dynamic and interactive professional communication in the open learning space.

The OOC continuing education model includes:

- entrance tests that provide assessment of the teacher's professional qualifications. Based on the results of the entrance examination, the problem area is selected and the training objectives of the refresher course are formed;

- Development of individual educational program (selection of relevant topics and training modules). The professional challenges identified as a result of the introductory tests to create the program;

- Implementation of individual training programs for professional development. In the process of mastering the course, the teacher can apply a new material fund, develop new professional interests that can be satisfied by selecting the following module topics and completing additional tests with final tests (such learning process can be expressed as a chain: "learn - reflect - learn - reflect - ...").

This online course is aimed at mastering general user skills in ICT in the amount specified in the professional standard of the teacher and specified in the UNESCO recommendations. The course was designed for teachers of educational institutions, teachers of additional education and teachers of any educational system who want to improve their professional skills within the framework of the teacher standard in the field of "General user ICT competence".

Teachers sought to increase their computer literacy in the use of online tools and applications in their professional activities: online and offline communication, collaboration with colleagues, and the creation of teaching materials.

OOC "Modern education mass open online courses: theory and practice" gave the audience an understanding of the basics of network pedagogy and the theory of mass online education. Teachers mastered the practical skills of self-creation of OOCs.

The recommended training course includes three stages:

- Getting acquainted with the theoretical foundations of NGOs;

- Copyright OOC on the basis of a free OMOK (online training course) platform;

- Theoretical and practical development of developed online course promotion rules.

The target audience of the course is teachers of universities, colleges, schools; additional education teachers; librarians, methodologists, science teachers and students of pedagogical disciplines of various educational institutions will have the opportunity to study independently.

OOC "Information and computer competence as an integral part of teachers' professional training" was aimed at the formation of professional, information, computer and communicative competencies of teachers, additional education teachers and methodical staff of the education system. The aim of the course is to teach students practical methods for effective use of the basic potential of information technology to solve practical problems in the field of education.

The developed OOCs are based on the principle of non-formal education and use a professional OMOK platform to implement them. The main criterion for selection is its free version when creating mass online courses, which does not limit the number of participants and storage time of course materials.

OMOK's multi-functionality allows you to create and implement online courses of professional education, including training courses for mass learning. In addition, the platform has additional facilities, such as conducting webinars for a small group of listeners (up to fifty people); send a message to all listeners; mutual evaluation of assignments with the commentator; automated testing of many tasks, including creative tasks.

The wide range of educational services provided by the OMOK platform we have chosen not only requires high quality and professional development for teachers by attracting auxiliary electronic resources, but also contributes to the formation of an educational community in independent professional development throughout Uzbekistan and beyond.

The schedule of activities of teachers enrolled in online courses is shown. The graph clearly shows that the majority of the listeners finished their studies ahead of time,

which indicates that the teachers have become more interested in this form of training and their educational activities. It shows statistics of teaching and methodological materials developed by teachers taught in online courses, which showed that creativity and interest are formed due to increased activity and independence in learning during such sessions.

It should be noted that during the training, the motivational, instrumental and cognitive resources of teachers, which determine their ability to solve important knowledge and practical tasks personally, were fully involved. Let us now highlight some of the most important results of mass online teacher training for teachers.

Outcome 1 - students gain skills and competencies in the implementation of pedagogical technologies in an open information and educational environment and the use of teaching aids based on modern information and communication tools.

Outcome 2 is the readiness of teachers to implement the technological design of OOOO, taking into account the specifics of the didactic principles of open education.

Outcome 3 is to develop the ability to organize online classes using different forms and methods of work, based on the principles of distributed collaboration, integration, access to the global network educational community.

Outcome 4 - to gain knowledge about the formation of an integrated picture of the pedagogical process using information technology, taking into account the planned learning outcomes.

### CONCLUSION

In the context of full informatization of society and the implementation of professional standards, teachers are required not only to have a thorough knowledge of information and communication technologies, but also to be able to organize the learning process at an innovative level. Teachers understand the conjuncture of the modern educational services market and become active participants in smart online courses.

Informal training in the format of OOOO, aimed at maximizing the technical and software capabilities of modern information technology, network and mobile services define a new vector for the innovative development of the system of teacher retraining and advanced training. The experience of implementing OOOO technology has proven the effectiveness of this model of continuing professional

training, which makes it necessary to reconsider the concept of organization of educational activities.

### REFERENCES.

1. Chuprunova E.A. Use of distance learning technologies in professional development of teachers // Penza State Pedagogical University Izvestia. V.G.Belinskiy. 2011., 26. S. 502-505.
2. Jizhina I.V. Organizational and meaningful conditions of practice in the system of professional development // Vocational education in Russia and abroad. 2015. № 3 (19). S. 79-82.
3. Kopitova N. E.. Mass open online courses for teacher training // Gaudeamus. 2015. № Issue 2 (26). S. 37-41.
4. Kukxarenko V.N. Innovation study: Russia // Higher education. 2011. № 10. p. 93-99.
5. Ebner M., Lackner E., Kopp M. How to do in OOOO? Pedagogical Guide for Practitioners // International Conference on Electronic Education and Software for Education. 2014. P. 215-222.
6. Lebedeva M.B. Mass open online courses as a trend in educational development // Man and society. 2015. № 1 (42). S. 105-108.
7. Bugaychuk K.L. Mass open distance courses: history, typology, prospects // Higher education in Russia. 2013. № 3. S. 148-155.
8. Andreev A.A. Russian open educational resources and mass open distance courses // Higher education in Russia. 2014. № 6. C. 150-155.
9. Ross J., Sinclair C., Knox J., Bayne S.. & Macleod X. Teachers' Experiences and Academic Identity: Missing Components of OOOO // Online Journal of Pedagogy Education and Training. 2014 vol. 10. № 1. P. 57-69.
10. Mixeeva O. P. Terminological problems of e-learning // Proceedings of the International scientific-technical conference "Perspective information technologies (PIT 2016)". 2016. 768-771.