TENDENCIES OF DEVELOPING THE EDUCATIONAL QUALIFICATION ENHANCEMENT SYSTEM IN FOREIGN COUNTRIES

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Annotation. The article contains a brief overview of different teacher development patterns and frameworks worldwide. Relevance of the research in all developed societies in recent years is underway modernization of professional advancement programs, as this particular component of the educational system is considered to be one of the most significant mechanisms of developing any community, the principal form of training highly qualified specialists required for all spheres of the economic and spiritual life of the nation.

Introduction. It is generally known that exactly the pedagogue is the leading subject of the educational process, which has a direct influence on the formation of students' personality, it is Ustoz who has the main role in designing the content of teaching the subject, the choice of conceptions and technologies, the level of program complexity. Therefore, without a high pedagogical heritage, without a humanistic mentality oriented to the individual educator as the supreme value of society, it is not possible to elevate education to the level of world achievements. In November 1996, the forty-fifth session of the International Conference on Education adopted a special Declaration "The Role of the Teacher in the Modern World". The preamble to the Declaration states that teachers of all types of educational institutions are key figures in the transformation that should take place throughout the education system. A significant position in the Declaration has been occupied by the issues of further education of teachers, and the main directions of such preparation have been formulated:

- Systematic professional development should be seen as a right and responsibility of all educational personnel;
- educators themselves should participate in the development of programmes to improve their pedagogical competence; priority should be given to entry-level teachers, and it is recommended that systems of mentoring and supervision be put in place for the upstream stages of teachers' careers;
- Those responsible for managing, monitoring and evaluating teachers should not only have administrative and supervisory functions but should also be real teachers' mentors;
- providing teachers, during their re-training and professional advancement, with the opportunity to acquire knowledge of new ICTs.

Literature review. In accordance with an international expert study, the Report of the Organization for Economic Cooperation and Development (OECD), which includes 25 industrialized nations of the world, was published in 2005. Among the government policy priorities in the field of education, the specialists mentioned the creation of conditions for enhancing the professional and social status of teachers. The Report argues that the urgency of this issue is due to the new requirements for
education and training. It is noteworthy that at least 30% of the knowledge that teachers will provide in 10 years is not yet available today. Such data were presented at the conference "Teacher Education Policies in the European Union at the beginning of the 21st Century". This has largely predetermined the necessity to form a teacher of the 21st century as an eternal student who should be able to bring his own professional activity in conformity with the requirements of time, continuously improving his professional level; be prepared to make independent changes, respond rapidly and effectively to external changes and new challenges.

Recently, a movement called "Development of Training Programmes" or "Development of Teaching Staff" has spread in the professional development system of developed countries. This is due to the deficiencies of conventional pedagogies, such as the absence of dedicated systemic education in teaching methods and communication skills, heavy workloads, and the increasing and changing demands on the student population. It is essential to note that, in developed countries, not only universities but also businesses, professional associations, regular teacher training courses, government agencies and organizations, as well as non-traditional or continuing education institutions, provide the basis for teacher upgrading. Not only teachers but also managers or employees of consulting firms attend the courses as teachers. There are also forms of professional development such as full-time, part-time, correspondence, Saturday or Sunday courses run by consulting companies, scientific centres with theoretical or practical programmes [1,p.125].

Thus, in Great Britain, at the current stage of development of the country, attention to retraining and professional development of teachers has been significantly strengthened. According to Mike Tomlison, the head of the Royal Inspection Service of Educational Institutions, professional development has become the most important factor of influence on educational processes, since, on the one hand, it influenced the mastery of advanced technologies by teachers, and on the other hand, it shaped their values. In order to harmonize the requirements for the content of in-service training programs, since 1984, following the publication of the Act on Professional Retraining of Educators, the government has published nationwide recommendations annually in the mass media, which makes them a publicly available document open to wide discussion among educators, the public, and local authorities.

A national grant system has been introduced, under which the Government does not fund all professional development programmes, but only those that have passed the competition to meet national priorities. Since 1987, the UK's professional development system has actively adopted the philosophy of "educational consumerism", an ideology aimed at protecting the rights of consumers of educational products. In the late 1990s, the British Government issued a White Paper that contained radical proposals to encourage professional development for teachers throughout their careers. It utilizes a special unit for measuring the obsolescence of specialist knowledge - the "half-life of competence". It means the length of time after graduation, when, as a result of obsolescence of knowledge obtained and the appearance of new information, competence is reduced by 50%. By 2000, this period for education workers was 4-6 years.

**Analysis and results.** By the beginning of the 21st century, a key component of British education was media literacy, based on a cultural paradigm (Cultural Approach), implemented in combination with textual analysis of media products, critical analysis of media representations, sociological analysis of the media industry and media audience. In 2000, the General Teaching Council of Great Britain officially
recognized media education as a discipline to be taught to future teachers, so the Additional Teaching Qualification in Media Studies was established specifically for teachers who had not previously obtained a professional media qualification [2].

The expansion and improvement of the system of teacher training since the 1980s have been one of the priorities of French educational policy. Short or long courses (from 6 to 12 weeks) were created everywhere, combining theoretical (raising the general cultural level, updating knowledge of educational and professional subjects, teaching methods) with practical activities. The system of professional development in France is seen as an effective means of improving the quality of teaching; the way in which the various categories of teachers converge is not only for teachers of all types of educational institutions but also for other categories of the public education system employees.

The leading role in this system belongs to the so-called academic missions for retraining of national education system personnel. They were established in 1982 and currently number 28, by the number of academic constituencies. The activities of the missions are carried out under the supervision of the Rector of the Academy (academic district), in close cooperation with the Ministry of National Education. Classes are conducted during the school year on a part-time basis. The tasks of the academic missions include studying needs, planning and organizing courses for employees of all levels of the education system. The teaching is carried out by experienced secondary and higher education teachers, heads of educational institutions and education departments.

Further training and professional development are voluntary, but there are nevertheless many applicants. Despite the constant growth in the number of places, demand for them significantly exceeds supply. Teachers have the privilege of using paid leave during their working life - a "loan" equal to 36 weeks - for professional development. Thematic work in academic delegations lasts for a year or several years. New curricula and pedagogical technologies are generally among the newest priorities, as is the national programme on computerization of education "ICT for All".

Summer universities play a significant role in the professional development of education personnel in France, where teachers and managers of all types of educational institutions and education authorities are These are typically intended for short-term internships of 2-3 to 8 days duration for a limited number of trainees - 30 - 50 people. For example, in 2010, the following topics were offered to university professors and academic missions: video as an art form; university life, the role of students in organizing internal management; the work plan of the institution, its function and participants. Further vocational development also includes mandatory language internships for foreign language teachers. The national plan provides for a three-week annual stay of more than 1000 teachers in the respective countries [3].

The National Audit Office is the key component of the education policy in Germany for all types of institutions. In spite of the decentralized principle of governance and the primacy of the states rather than a federation in the field of education, the country has adopted a nationwide system for the further education and retraining of teachers as well as a uniform assessment schedule for the performance of pupils, students and teachers. This system and schedule operate alongside the unified national educational standards, the adopted scale of competencies for students and the corresponding professional retraining programme for teachers with the qualification and social and legal status established for them. The importance of State supervision is that, by monitoring the state of education, the State is able to respond to emerging concerns in a timely and centralized manner at its individual
levels.e also trained together. The summer universities are organized by the Ministry of National Education.

At the current time, Germany is actively implementing such innovative programs as Socrates (aimed at improving continuing education); Comenius (improving school education); Erasmus (higher education systems and the development of scientific research in universities); Leonardo da Vinci (vocational education program); Grundtwig (lifelong learning, adult education); Jean Monnet program (designed for target groups of scientists, the establishment of educational institutions at the European level, as well as European scientific associations). [4]

In Japan, teachers at all levels are required to undertake professional development in accordance with the special Education Workers' Act, which sets out various retraining programmes. The Ministry of Education provides annual training courses for managers and teachers of public education institutions. Most prefectures in the country have special centres that offer courses for teachers ranging from one month to one year, short-term seminars for teachers (3-4 days), lectures, and consultations. The focus is not limited to professional development but is also aimed at solving research problems in the field of education. Course programmes are tailored to local features and challenges. Internships abroad are also provided for teachers. Every year more than 5,000 teachers are invited to participate in such traineeships. About 500 secondary school teachers are awarded scholarships every year to pursue their master's and PhD studies. All these activities are implemented by the Ministry of Education and the National Centre for Educational Research with the participation of leading universities [5].

In March 2011, the National People's Congress adopted the 12th Five-Year Plan, under which economic development is based on the prioritization of education. The implementation of the Five-Year Education Plan is, in turn, only a step towards the implementation of the "National Education Reform and Development Plan for the Medium and Long Term (2010-2020)". During the two-year discussion of the draft Plan by interested agencies and the public, 2.1 million proposals were received; it was commended by UNESCO as demonstrating the determination of PRC to make its education system one of the best in the world. The country's leadership is focused on transforming its huge human resources from a demographic burden into a "comparative advantage" - a rich human capital. It is officially recognized that the education system lags behind the country's socio-economic development. As early as the late 1990s, China adopted a policy of transforming higher education from an elitist to a mass one as a prerequisite for transition to a post-industrial stage of development. By the beginning of the twenty-first century, China occupied only 77th place among 125 countries in terms of youth participation in higher education, 87th place in quantitative indicators of the education system, and 92nd place in the quality of education management (6, p.107).

Measures to guarantee the professional development of teachers also include the formulation of precise qualification standards for the appointment of teachers. Categories of teachers' qualified categories should be confirmed at certain intervals. To this effect, provincial education authorities organize single qualification examinations and issue certificates attesting to the qualifications of teachers. Special attention is paid to the development of qualification criteria for the appointment of heads of educational institutions and to measures to encourage them to enhance their professional and managerial skills. One of the major goals of educational reform is the universal dissemination of distance education, which guarantees a diploma at the highest level.

The plan also provides for the improvement of the social status of Chinese
teachers, their remuneration (by law, their average salary is no lower than that of civil servants) and social guarantees (in particular, the construction of homes and hostels for rural teachers). [6]

Conclusions and suggestions. Consequently, the analysis of foreign education systems, even on a sample basis, demonstrates that they are at the phase of permanent modifications, modernizing and re-forming. They are founded on innovative projects at various levels, the most important of which are directed at restructuring and intensification. The following principles clearly dominate in the sphere of professional advancement and retraining of pedagogical specialists:

- Continuity, regular adaptation, periodic professional development of teachers during their active working life both within the formal and informal education system, and self-education based on quality basic education;
- Accessibility, orientation towards a variety of forms of professional development (university courses; media education; study abroad; teacher exchange; distance learning combined with group work; Pedagogical associations within an educational institution; project work);
- Democratization, participation of different categories of teaching staff in defining the policy of professional development, both at the level of the educational institution, educational district and at the level of the whole country;
- The equality of teachers of all specialities and levels in obtaining the minimum additional professional education in their respective field of study. Partnership, consolidation of financial and organizational efforts of all interested parties in the professional skills of a teacher (heads of educational institutions, public, parents, local community, business, etc.) both at the level of an educational institution and at the regional and national level;
- Gradual integration of basic teacher education and the system of professional development on the grounds of combining the teaching and professional and pedagogical activities of the teacher;
- Variability, diversity of professional development programmes that accommodate both general education and professional requirements of teachers and educational institutions;
- The flexibility of professional development incentives, a combination of outside and inside motivations, voluntary and mandatory, personal initiative and external supervision of qualifications;
- Orientation to market principles of management (multi-channel financing, demonopolization of the educational services market, stimulation of competition, evaluation of the efficiency of education in value terms).

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