



IN THE DEVELOPMENT OF ONLINE COURSE SKILLS FOR PUBLIC EDUCATION WORKERS MODEL-PROGRAM

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ABSTRACT: In this article, it is felt that traditional courses do not fully justify themselves in the training and retraining of today's public educators. In the system of public education of Uzbekistan it is necessary to constantly improve the skills of teachers through online platforms. Nowadays, school teachers in Uzbekistan are trained once every five years, which is an old system, and school teachers must constantly improve their knowledge. I offer several models of online training courses in Uzbekistan through certain platforms.

KEYWORDS: Internet, networking, online education, webinars, forums, webinars, distance learning, electronics.

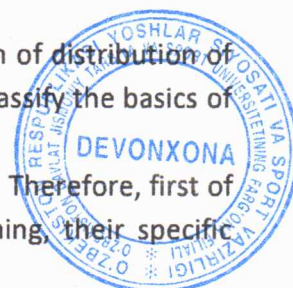
1. INTRODUCTION

It seems that the time has come for the regional centers for retraining and advanced training of public educators to use online training courses to improve the skills of general secondary school teachers. Because the development of a new system of advanced training courses and its implementation is a requirement of the times.

It is expedient to further increase the role of online training courses in the education system of Uzbekistan. In this article, I propose several models of online training courses in the public education system and the implementation of online training courses in Uzbekistan by regional centers of advanced training through certain platforms.

This paper summarizes the results of a theoretical analysis of the problem of distribution of online learning models. In secondary education, I have tried to formulate and classify the basics of classifying online learning models.

We see online teaching as an independent system, one form of education. Therefore, first of all, it is necessary to refer to the possible options of organizing online training, their specific





features to determine for what purposes this or that option may be most suitable and under what conditions, and secondly, to determine the specificity of the components of each of the possible options logically correct.

The open and online education network that exists in world practice today is based on some models that use a variety of traditional media: television, video recordings, print guides, computer telecommunications, and more.

We, in turn, propose the following models for organizing the learning process. This will allow you to realize the full potential of Internet technologies:

When we analyze the literature on online learning problems, we can conclude that when it comes to online learning models, the authors choose different bases to classify them. There are several different approaches to defining online learning models. Basically, the authors suggest testing online teaching models based on practice rather than theoretical analysis. [1]

1) traditional (external): implies the existence of interactions between the teacher and the listener, focused only on independent work, and then the continuation of independent work in the given methodological kits;

2) use of information and communication technologies. At the same time, the listener works independently with a set of teaching aids, which are provided in part in electronic form. The interaction between teacher and listener is done using different types of communication. The online learning models proposed above are almost indistinguishable from online learning;

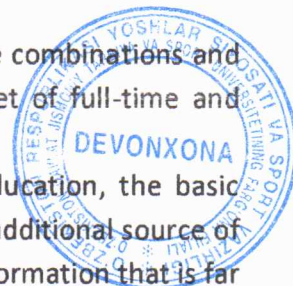
3) to receive educational and methodical help through electronic-telegram messenger and to study lessons independently. This model is a unique feature of online teaching, which involves the implementation of systematic feedback between a listener and a teacher through a specially created telegram channel or group;

4) combined. All four models of online learning are mainly aimed at trainees who are improving their skills in the public education system.

Determining the type (models) of distance online learning refers to the interactions between learners and teachers, learning materials, web materials. Each subsequent type of online learning differs from the previous one in that it shifts the focus of the learning process towards its online component.

The following types of online learning do not exclude their other possible combinations and may reflect both separate areas of learning, as well as a rapidly evolving set of full-time and distance learning processes.

Model 1. School - Internet. In the framework of this model online education, the basic learning process takes place in a full-time school. Internet access is used as an additional source of information. The listeners, together with the full-time teacher, interact with information that is far





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from them, different learning objects, experts in the areas studied. Online learning is an additional tool in solving traditional general education problems in this case. The network expands access to information arrays, and the quality of feedback increases online learning. Criteria for evaluating the results of this type of online learning remain the same as in full-time education.

Model 2. School - Internet - School. Covers students and teachers who participate in general online education projects from two or more full-time schools. This type of training is in addition to the basics, but sometimes a project allows you to study specific topics or sections, but this is the exception. Communication with remote listeners is established, but not regular.

3-model. Listener - internet - teacher. Online training partially replaces face-to-face training. A teacher who is away from it will work with an online learner on a regular or occasional basis. Different forms of lessons - online courses, seminars, consultations are used in the educational process. The number of interaction sessions between the listener and the online teacher will increase, followed by an increase in the quality of the online performance. The class consists of full-time and online students. Classes are conducted online, usually in an additional education mode, and include in-depth study of a topic or topic, preparation for school entry, and so on. In rare cases (e.g., there is no required teacher in a full-time school), an online teacher will teach students a topic that is included in the core component. This is an option of online teaching: the teacher conducts classes with students from his or her own school, as well as with students from other schools and cities far away. Online learning outcomes are defined according to specific tasks for each lesson, with insignificant overlap with full-time general learning outcomes, which basically complements them.

4-model. Student - internet - center. Online learning is compared to face-to-face learning and is a means of individualizing learning. Listeners study at an online center with additional opportunities to unleash their creative potential. Option - full online training. Audiences (one or more) are, of course, not from the same full-time school, but are enrolled in an online school, college, or center for basic education or an important part of it.

In this case, the training is mostly done online. In virtual classrooms, students' work occurs when almost all subjects are far apart. Online learning works here as a separate type of education - comparable to basic or at least full-time education. The role and place of all the main components of traditional education are changing: the goals, content, forms, criteria of assessment of education.

5-model. Listener - Internet - ... Online learning performs the function of distributed education in space and time. The listener attends several schools at the same time, not in a full-time or online school. The listener's comprehensive curriculum is structured in such a way that different subjects are studied by him or her in different institutions or from different teachers. The



coordinating role is played by a daytime or remote institution or parent. The school is being transformed into a center of personal learning. This model of online learning allows you to flexibly take into account the personality and goals of the listener, to create his individual learning trajectory. However, the realization of these opportunities requires the coordination of highly qualified training by a tutor or other teacher-coach working in a unique and well-functioning pedagogical system.

A system of diagnostics and outcome evaluation according to the types, goals, content, organizational structure, forms and methods of online teaching will be established, ie a didactic system is being established. In addition, in both cases, the school has an online system of operation. The selected type of online learning allows the organizers of the learning process to plan the relationship between full-time and online learning, which is called the level of online learning by the author in the development dynamics.

However, note that the models discussed above do not identify features of online learning such as the type of communication, the synchronization and frequency of interactions, the capabilities of the interactive information-learning environment, and so on. Without emphasizing these conditions, it is inappropriate to talk only about the possibility of creating a didactic, and even more methodological system, in accordance with the above-mentioned models. Again, we can also cite the following models as examples.

Model 1. External classes. It focuses on education in accordance with the requirements of the exam, which is designed for both high school students and students who can not study in full-time educational institutions.

Model 2. One-school-based online learning. It is designed for listeners who read online (face-to-face or online) rather than full-time, based on new information technologies.

3-model. School education based on the cooperation of several schools. This involves the collaboration of several educational organizations in the preparation of curricula for online learning, which allows them to be of better quality and cheaper.

4-model. Teaching in a specialized educational institution. In this model, teaching is accepted in educational institutions designed specifically for online teaching aimed at developing multimedia courses.

5-model. Autonomous education systems. Internal system training is done entirely through television or radio programs, digital sources on a CD, and additional print media.

6-model. Informal, integrated education based on multimedia programs. The process is aimed at educating adults who, for some reason, have not been able to complete their education.

Just as in the classification considered above, its characteristics do not differ in the selected models, their calculation is important for the design of the methodological system.



Some authors view online learning models based on Internet use not only as a vehicle, but also as a learning environment and hyper-teacher. A.A. Kalmikov considers only two models of online education to be the most promising. [2]

Model 1. Created in the image and likeness of the British Open School. It is based on the use of a specially designed set of teaching aids and pedagogical advice provided by tutors. This model is widely used in Europe, South Africa, India, Canada, Australia.

Model 2. It is based on the use of communication tools as a means of adding the learner to the learning process in real time.

A new idea based on this model is the idea of expanding the scope of online education of the audience through technical means of communication (television, radio, internet). This model is widely used in the USA, China and others.

Given these two models of online learning, we see that the author is considering models for organizing the activities of an educational institution (or network of educational institutions) that actually carry out the online learning process.

In addition, some authors distinguish two models of online teaching on a different basis. [3]

Model 1. Full online training. In this model, there will be teachers who teach online. Students perform the following actions in a specific sequence: retrieve learning material - study problems - solve - send results - check and evaluate. The relationship between teacher and listener, listener and other listener, teacher and educational content, listener and content, in the author's opinion, is minimized and inconvenient.

Model 2. In part, online learning is combined with traditional forms of education. This model envisages various uses of online learning elements in the learning process within the framework of online learning. The first is to use the content of online training courses for direct teaching in a normal classroom (teacher and Internet learner). Second, to train listeners to teach online (teacher - internet and listener)

In addition, five types of organization of the online learning process are identified based on the analysis of the literature and the generalization of practice. The main means of delivery of training materials is considered to be an important feature, on the basis of which these models are distinguished. [5]

ISO's "Specialized Internet Use Education" project proposed six models of Internet learning in the context of online learning.

- 1) the classical model of teaching;
- 2) project-based training model;
- 3) differentiated education model;
- 4) model of teaching in the "lecture-seminar" mode;





5) external research;

6) mixed learning model.

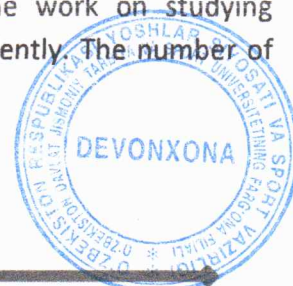
All six models are based on working with listener internet packages. In general, the internet package consists of descriptions, content, tasks, teaching and control tools, and recommendations for teacher-curators. the internet kit can be shaped in any way that is convenient for a network teacher. the main requirement for the form of organization of the Internet package is that it can be sent using Internet services.

In the framework of the classical model online education, the work of school students with one set of internet is carried out during one training session. Optimal, according to the developers, is a learning mode to study the information material and perform the tasks provided in the kit to read and perform during class time under the supervision of a teacher-curator. The rest of the work on studying meaningful material and completing assignments should be done independently. The recommended number of sessions per week should not exceed three. Based on the results of the midterm examination, the content and teaching methods can be adjusted by the network teacher. [6]

In a project-based learning model, students complete one or more projects. Online trainers provide counseling assistance. The project does not regulate the distribution of study time within the framework of online education. The main requirement for the form of presentation of project results is that it can be sent using Internet services.

In a differential learning model, a network teacher works individually with the audience within online learning, using different methods for each and different learning materials for each, depending on the process and outcome of the learner's tasks and the results of personal interactions over the Internet. Individual listeners are allowed to change their content and teaching methods by submitting various online collections.

The lecture-seminar learning model is organized by a network teacher in the framework of online learning and all the lessons taught are divided into lectures and seminars. In addition, school students are required to complete homework independently. The lectures will be delivered by the network teacher in person or online using internet technology. Seminars are held in groups under the guidance of a teacher-curator. The topics and methods of conducting the seminars are determined by the network teacher. Seminars for schoolchildren are held during the lesson for 40-45 minutes under the supervision of a teacher-curator. The rest of the work on studying meaningful material and completing assignments should be done independently. The number of seminars per week should not exceed three. [8]





2. CONCLUSION:

From all the models considered, it can be concluded that school students will be able to work independently with each other, with the network teacher and the teacher-curator, individually or collectively - during the lesson, project, with the content of education.

Telegram messenger, teleconferencing, chat or forum can be used in models that assume the existence of these interactions to organize the interaction of the subjects of the learning process - listeners, network teachers, teacher-curators.

In the implementation of a mixed education model, approaches and principles specific to several models described simultaneously are applied.

From the point of view of our research, we must first take public education to a new level of professional development. The online learning models can be further differentiated from those proposed in the framework of online learning on the basis discussed above. Different models of the online training methodological system can be developed for each selected model or model group. This is primarily due to differences in the characteristics of the information technology environment.

This, in turn, leads to a difference in the goals that can be achieved in the process of implementing online learning.

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