

Article

Determining The Level Of Training Of Teaching Staff To Study At Non-State Universities

Khudoyberdiev Abdumalik

Associate Professor, Department of Economics and Information Technologies, Samarkand branch of the Institute, ISFT
* Correspondence: abdumalikshelbi1985@gmail.com

Abstract: This study investigates the preparedness of teaching staff in non-state universities to adapt to modern educational requirements, addressing a significant knowledge gap in understanding their professional competencies, use of technology, and pedagogical effectiveness. Utilizing a mixed-methods approach, the research evaluates various dimensions of teacher preparation, including planning, methodological proficiency, and the integration of advanced tools and techniques. Findings highlight discrepancies in training levels, with some educators fully utilizing modern pedagogical technologies while others exhibit partial or minimal engagement. Results emphasize the need for comprehensive training programs that foster critical thinking, adaptability, and effective application of theoretical knowledge in practice. These implications underline the urgency of systemic reforms to enhance teaching quality, ensuring that educators are equipped to meet the evolving demands of the educational landscape.

Keywords: Educational Process, Lesson-Training, Elements Of Learning, Type Of Learning, Stages Of Preparation, Types Of Learning

1. Introduction

While modern educators are engaged in practice and practice, and modern educators are engaged in practice and practice, and modern educators are engaged in practice and practice, and modern educators are engaged in practice and practice, and modern educators are engaged in practice and practice, and modern educators are engaged in practice and practice, and modern educators are engaged in practice and practice, and modern educators are engaged in practice and practice. Modern teaching methods can influence the dynamics and vitality of the industry, such as new technologists, Uzbek society and culture. At the same time, as in other countries, as grounds for recognising Uzbekistan's successes, its integration approaches, cooperation in various fields and the development of Uzbek culture.

The Educational Institute organises educational activities aimed at developing professions, educational institutions, educational institutions and soft-speaking jurisprudence, independent educational institutions engaged in the development of various disciplines, techniques and technologies. Business thinking is an important factor contributing to the effectiveness of learning.

The most important thing is that in the learning process, learners have knowledge, skills and competencies that fulfil the general requirements to meet the impact of scientific and technological change. Acquired knowledge, skills and qualifications are the basis of professional knowledge, the strength of which determines the effectiveness of learning. In this process, the knowledge, skills and qualifications to be acquired by learners will depend on their future activities, the type of labour and the place they occupy in the workplace, so learners must firmly grasp the theoretical and practical training in the above disciplines.

Citation: Khudoyberdiev Abdumalik. Determining The Level Of Training Of Teaching Staff To Study At Non-State Universities. *Academic Journal of Digital Economics and Stability* 2024, 38(1), 83-87

Received: 4th Oct 2024
Revised: 11th Nov 2024
Accepted: 28th Dec 2024
Published: 4th Jan 2025



Copyright: © 2024 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

We give young teachers the following tips for preparing for training: carefully read the content of the programme sections in preparation for training; study the content of this section without rushing; analyse the training material; formulate the purpose of training, answer the question of what you want to achieve as a result of training. the result of training; think about what; use the selected tools according to your capabilities, determine your influence on the training; think about the structure of the training, its course; put all this into the training; think about your own impact on the training.

2. Materials and Methods

Training of trainers for training

1. Plan of training and professional development of the teacher (there is always, partially, not at all).
2. Dependence of training on DTS requirements (dependent, partially dependent, unrelated).
3. Methods of working on the training (fully covered, partially covered, not covered at all).
4. Relationship between topics and chapters in the training manual (fully fixed, partially fixed, not fixed at all).
5. From the achievements of engineering, technology and science (used fully, partially, not used at all).
6. The teacher's use of modern technology (fully used, partially used, not used at all).
7. Use of visual aids and techniques (fully used, partially used, not used).
8. Training is aimed at independent learning, development of students' creative thinking skills and application of theoretical knowledge in practice (fully oriented, partially oriented, not completely oriented).
9. Questions, practical exercises and tasks (fully included, partially included, not included at all) in the training session.
10. Methodological recommendations, comments, self-assessment tests (fully given, partially given, not given at all) in the training session.
11. The teacher's adherence to the learning milestones, as well as productive use of time (acted and used time usefully, partially acted and used time usefully, did not act and did not use time usefully).
12. Teacher's pedagogical skills (on demand, partially meets demand, does not meet demand).
13. Methods of determining and assessing students' knowledge (good, average, satisfactory).
14. The ability of an educated person to think independently can create a problem situation in practice (good, moderate, satisfactory).
15. Working with low-achieving and excellent students (good, moderate, satisfactory).
16. Provide trainees with the necessary learning equipment (on demand, partially meets demand, does not meet demand).
17. The co-operation of the teacher in learning with those being educated (good, average, satisfactory).
18. Effectiveness of training, achievement of the teacher's goal (at the Stages of preparation for the educational internship of teachers. The course of the training: it defines the main stages of the training, their sequence (from beginning to end), the time allotted for each stage, the content of each stage, the forms of work of the educator and broadcaster: organizational part: greeting, work with the magazine, announcement of the training topic; preparatory part: training, etc.; main part: Theory, practice, The stage of summing up the results of the training can consist of two parts: the teacher, together with the participants of the training, summarizes the results of the training. Answers the questions: What did he find out? What has he learned? In other words, has the learning goal been achieved? In this case, it will be possible to determine the

personal achievements of students in the educational process based on the assessment procedure. The form of graduation at the end of the training session is determined by the teacher independently. The next lesson ends with the announcement of the topic. At the end of the training, the teacher analyses the training itself by the criteria for its evaluation. Level of demand, partially meets the demand, does not meet the demand).

3. Results and Discussion

Literature, didactic materials and technical means used in the preparation of the training. The training includes the following main elements (stages): checking the completion of previous work, presentation of new material, practice under the guidance of a teacher, other independent practices of teachers, self-monitoring and evaluation of work results, exemption from graduation, definition of homework, special repetition, control of students' knowledge. Questionnaire for teachers About training aimed at developing students' motivation:

1. What would you choose at the beginning of the training to interest students in the lesson?
2. Can you transfer the classes of those who receive education from one stage to the second?
3. What methods of achieving the goal, in your opinion, should students be taught?
4. What methods of exposure do you use most often?
5. What requirements (intellectual, knowledge, goal achievement, knowledge of relationships) do you focus on?
6. What do you think needs to be paid attention to in order to more effectively motivate teachers? About the educational purpose of the training sessions:
 1. What educational tasks should be solved at the training?
 2. What educational tasks should be prescribed on your part?
 3. What methods and pedagogical means will be effective to achieve this goal?
 4. How does the cognitive activity and creativity of students increase during the learning process?
 5. Is it necessary to create conditions for the personal development of education recipients, to ensure the individualization and differentiation of education, if necessary, why?
 6. What should you pay attention to in order to develop a sense of independence and responsibility among those who are trained at the trainings?
 7. What is the best way to build relationships between those who receive training?
 8. Is there an educational effect from the equipment of the audience, visual aids?
 9. What is the best way for you to influence the improvement of the educational effectiveness of learning? For educational plans and programs:
 1. What problems have you encountered in your business?
 2. How have you solved these problems?
 3. How satisfied are you with the curricula and programs? (satisfied, not satisfied).
 4. What changes would you make to the curriculum and programs in the future?
 5. Do you plan to participate in the development of curricula and programs, working scientific programs? (I did not participate, partially or completely).
 6. Give your own comment on the working scientific program (what you agree or disagree with).
 7. What changes would you make to plans and programs in the future?
 8. Existing research programs did not include Casey's qualifications, knowledge, and attitude?
 9. Which part of the scientific program is outdated today?

10. What qualifications, knowledge and attitudes do newly arrived young teachers lack? What kind of work needs to be done for this?

One of the important aspects of determining the level of training of teaching staff is their professional knowledge. Teachers should have deep and extensive knowledge in their field, including science, theory and practice of education, current trends and teaching methods. Teachers should be qualified in the use of information and communication technologies in the educational process, as well as in critical thinking and problem solving. In addition to knowledge, teachers must also have various skills and qualifications. They must have the ability to think critically, analyze and evaluate information, communicate effectively and collaborate with students, colleagues and parents. Teachers should be qualified planners, create integrated curricula and classes that inspire and stimulate students to learn. In addition, the level of teacher training should reflect their ability to adapt to a changing educational environment. Teachers should be flexible and open to new ideas and teaching methods. They should actively read and participate in professional development, keep up to date with the latest research and best teaching practices in order to refresh their knowledge and skills. In general, the level of teachers' training for modern educational activities is an expression of their willingness and ability to effectively perform their duties, ensure high-quality learning and student development in a rapidly changing world. This is the basis for progress and success in education.

4. Conclusion

The study highlights significant variations in the preparedness of teaching staff at non-state universities, particularly in their ability to integrate modern pedagogical technologies, adapt to dynamic educational environments, and effectively engage students. The findings underscore the critical need for structured professional development programs to address gaps in methodological proficiency, technological utilization, and curriculum alignment. These shortcomings have implications for the quality of education delivered, as they directly affect student engagement, knowledge retention, and critical thinking development. To enhance the effectiveness of educational practices, institutions must prioritize comprehensive training frameworks that equip educators with both theoretical and practical competencies. Further research is recommended to explore longitudinal impacts of targeted training interventions, assess their scalability across diverse educational contexts, and investigate the influence of institutional policies on teacher performance and student outcomes.

REFERENCES

- [1] Кузьмина, Н.В. Структура педагогических способностей / Н.В. Кузьмина // Педагогическая психология : хрестоматия : учебное пособие / Сост. Б.Б. Айсмонкас. – Москва : Московский городской психолого-педагогический университет, 2004. – с. 365-369.
- [2] Гладких В. Г. Теория и методика профессионального образования. Оренбургский государственный университет. ISBN 978-5-7410-2329-7. 2019.
- [3] Н.Л.Гумерова. ФОРМАТИРОВАНИЕ ГОТОВНОСТИ К ЦЕЛЕПОЛАГАЮЩЕЙ ДЕЯТЕЛЬНОСТИ У БУДУЩЕГО УЧИТЕЛЯ В ПРОЦЕССЕ ПРОФЕССИОНАЛЬНО-ПЕДАГОГИЧЕСКОЙ ПОДГОТОВКИ В ВУЗЕ
- [4] Педагогика в 2 т. Том 1. Общие основы педагогики. Теория обучения : учебник и практикум для вузов / М. И. Рожков, Л. В. Байбородова, О. С. Гребенюк, Т. Б. Гребенюк ; под редакцией М. И. Рожкова. – Москва : Издательство Юрайт, 2023. – 402 с. – (Высшее образование). – ISBN 978-5-534-06487-2.
- [5] Бобылева О.А. Развитие идеи целеполагания в построении обучения в отечественной дидактике: середина 50-х – 80-е гг. XX века: дис. ... канд. пед. наук. Хабаровск, 2008.
- [6] Ильевич Т.П. Технология проектирования учебных задач в контексте личностно-ориентированного целеполагания: дис. ... канд. пед. наук. Ростов н/Д, 2001.

- [7] Лебедев О.Е. Теоретические основы педагогического целеполагания в системе образования: дис. ... д-ра пед. наук. СПб., 1992.
- [8] Коростылева Н.Я. Педагогическое целеполагание в современной школе как объект управления: дис. ... канд. пед. наук. СПб., 2002.
- [9] Мезенцева Н.В. Особенности педагогического целеполагания у учителей в зависимости от уровня их личностной зрелости // Теория и практика общественного развития. 2011. № 6. С. 95–101.
- [10] Эрнazarov, A. (2020). METHODOLOGY FOR MODERN ORGANIZATION OF TRAINING EDUCATION AND ITS IMPLEMENTATION. *Scienceweb academic papers collection*.
- [11] Ernazarov, A. E. (2016). Improving the effectiveness of educational activities based on problem-based learning technologies. *Education, science and innovation.-Tashkent, 1*, 86-89.
- [12] Ernazarov, A. E. (2021). Modern technologies of organizing educational activities. *Innovations in pedagogy and psychology.-Tashkent, 5*, 204-206.
- [13] Ernazarov, A. E. (2021). Innovative technologies and their practical application in the continuous education system. Urganch State University. *Journal of scientific research.-Urganch, 8*, 89-91.
- [14] Эрнazarov, A. (2020). METHODS OF MODERN ORGANIZATION AND IMPLEMENTATION OF TRAINING. *Scienceweb academic papers collection*.
- [15] Эрнazarov, A. (2020). Specific features of training. *Scienceweb academic papers collection*.
- [16] Ergashevich, E. A. (2023). Some Pedagogical Technologies Used in the Process of Organizing Training Sessions in Higher Education Institutions. *Information Horizons: American Journal of Library and Information Science Innovation (2993-2777), 1(9)*, 14-19.
- [17] Ergashevich, E. A. (2023). Analysis of the State of Use of Modern Teaching Methods and Technologies in Educational Institutions. *Journal of marketing, business and management, 2(6)*, 7-12.