



## **CONTENT AND ORGANIZATION FORMS OF CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS IN DEVELOPED COUNTRIES**

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### **Abstract:**

This article analyzes the specific features, content, and organizational forms of the system of professional development of pedagogues in developed countries, especially the United States. At the same time, there are detailed opinions about the fact that today in the leading countries of the world, the system of continuous training of teachers has been abandoned and the system of continuous training has been introduced.

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**Keywords:** Modern education, training system, continuous professional development, school education, teacher's professional training.

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**INTRODUCTION.** It is not for nothing that the development of education in the leading countries of the world is defined as the first task. After all, the future development of the country is closely related to the achievements in this field [1].

One of the main reforms of modern education is the problem of improving the qualifications of pedagogical personnel. Because significant changes in the education system are directly related to the improvement of teachers' qualifications, professional, psychological and pedagogical level. In many developed countries of the world, measures are being taken to update the content of education and to strengthen the teacher's reputation [2].

Analysis of literature on the topic. In the 60s of the 20th century in the USA, they realized that social and technical progress depends primarily on the person himself - on their education, that is, on the work and professional skills of teachers at school [3].

Since this period, continuous school education reforms have been implemented in the USA. In the 80s of the 20th century, American experts in the field of professional development came to the understanding that a qualified teacher should not only have good knowledge of pedagogical technologies, but should also have high personal, moral, intellectual, and social qualities [4].

Therefore, the American system of teacher training has paid great attention not only to providing teachers with additional modern knowledge, but also to stimulating their cognitive activity, creative research, and personal growth.

1. The organizational and methodological foundations of teacher training in the USA include: on-the-job and continuous short and long-term courses at universities, colleges, schools; regular improvement of professional-pedagogical education standards that are effectively used in the certification of teachers[7].

2. The following person-oriented professional education technologies are the most effective in the US teacher training system:

- coaching, supervision, vocational training;
- modular technologies;
- professional cooperation technologies.

All training sessions of the teacher training system are recorded on video and audio, which are used in the training of subsequent groups of teachers.

The analysis of the processes of development of the teacher training system in the USA showed that the leaders of the political and business world of this country, earlier than in other countries, realized that an effective system of retraining and training of teachers is a necessary condition for long-term economic prosperity. [4].



However, the gradual development of the training system in the United States has not been smooth and easy. It was a process full of changes that included different stages[8]. Three stages can be conditionally distinguished among them: from the 40s to the 60s, from the 60s to the 80s of the 20th century, and from the 80s to the present day. Each stage of the development of the qualification system has its own characteristics, which are characterized by the specific characteristics of the socio-economic and cultural development of the country, as well as the demands of the society for the school.

**ANALYSIS AND RESULTS.** The goal of training a creatively active teacher prompted the search for new approaches to the professional development of teachers. Targeted analysis of teacher training programs from the point of view of the indicated problem revealed several main approaches to teaching such as behavioral and personal (biogenetic, functional, cognitive) in the process of teacher training.

The historical-pedagogical generalization of the problem makes it possible to note the connections reflected in the studied approaches between the innovations characterizing the life of the modern American school and the content of teacher training[9]. Despite their obvious differences, all of them are aimed at training a master teacher who not only skillfully masters modern pedagogical technologies, but also has high personal qualities and consciously participates in changing the school environment.

Based on the research conducted in the training system, American experts (A. Brolli, Ch. Knopper)[3] came to the following conclusions:

- the main link in the training system is the teacher;
- one-sided training of teachers, i.e. in a separate subject, does not give the expected result;
- a modern teacher, along with his specialty, must have mastered pedagogical and social-psychological knowledge.

These recommendations provide an opportunity to take a number of practical measures to fundamentally improve the professional training of teachers. In particular, the automated management system of the Ministry of Education was launched, which connected all the states of the country to a single system. It collected detailed information about each of the three million teachers, including their level of expertise, when and which courses they completed, their grades, coursework, social status, family income, hobbies, and more.

Explanations, demonstrations, modeling, role-plays, solving problem situations used in the lessons of the courses ensure the effective application of the acquired knowledge in practical laboratory conditions. However, as American teachers have pointed out, it is not enough for a teacher to use all types of teaching techniques in course activities.

During the learning process in the classroom, direct advice from a specialist teacher is required for the transfer of skills. For this, another form of training is used - a form called "coaching".

Studying the effectiveness of course training, American experts (B.Blum, R.Brot) found the following fact: although they master new technologies well in courses, the percentage of teachers who use them in their practice is very low. moreover, gradually forgetting the use of these technologies has become a permanent habit.

Thus, one year after training in the courses, only 5% of teachers continued to actively use all the tools they learned in their practical lessons.

In the early 2000s, when the No Child Left Behind law in the United States introduced regular testing of teachers, according to many researchers, it had a negative impact on the content and quality of teacher training programs. They began to turn into training sessions on various strategies for passing the tests successfully, and the teacher's professional skills were almost neglected. In contrast, some researchers believe that ongoing inspections have encouraged schools to turn to professional development, especially educational institutions that analyze and popularize best teaching practices. Some researchers note that teachers who want in-service training are, in general, previously successful teachers, while weak teachers do not seek in-service training at all [5].

The US administration during Barack Obama's presidency, just like we have today, faced a shortage of teachers in general education institutions located in remote areas, attracting qualified pedagogues to remote areas, encouraging them financially, as well as 30,000 faced challenges such as launching new teacher training programs.

The State Fiscal Stabilization Fund, created by the United States in 2010, is \$53.6 billion to be administered by the Department of Education to finance schools, state wages, improve student achievement, effective incentive systems for teachers and others. \$46.7 billion of the proposed budget is allocated to the Ministry of Education, including more funding for professional development programs to strengthen oversight of teachers, teaching quality and outcomes, including the education process. received



**SUMMARY.** Today, in the developed countries of the world, the system based on periodicity has been abolished, the system of continuous professional

development of teachers has been introduced, and the minimum time for professional development is defined as follows:

Nº	Name of the State	Period Year	Hours
1.	Finland	1 year	at least 30 hours
2.	United States of America	1 year	30-40 hours (state dependent)
3.	Canada (in some provinces)	1 year	20 soat
4.	Germany	1 year	at least 30 hours
5.	Japan	1 year	at least 30 hours
6.	Singapore	1 year	33 hours (100 hours)
7.	Turkey	1 year	at least 30 hours
8.	South Korea	1 year	60 hours
9.	England	1 year	At least 10 hours for teachers with more than 1 year of experience (50 hours for new teachers)
10.	France	1 year	20 hours (at least 1 time in 3 years 20 hours traditional)
11.	Australia	1 year	at least 20-40 hours (depending on the area)
12.	New Zealand	1 year	at least 20 hours
13.	Ireland	1 year	at least 20 hours
14.	Denmark	1 year	40 hours (7-10 day courses)
15.	Norway	1 year	at least 50 hours (2 weeks old)
16.	Spain	1 year	at least 30 hours
17.	Sweden	1 year	at least 20 hours
18.	Switzerland	1 year	80 hours
19.	The Netherlands	1 year	at least 32 hours
20.	Belgium	1 year	at least 32 hours
21.	Austria	1 year	kamida 15 soat
22.	Estonia	1 year	at least 30 hours
23.	Poland	1 year	30 hours (150 hours in 5 years)
24.	Latvia	1 year	20 hours (40 hours in 2 years)

In Lithuania, the Czech Republic, Slovakia, Hungary, Romania, Bulgaria, Croatia, Portugal, Chile and other countries, the annual loading hours are on average 25-30 hours.

The country with the largest amount of time is Switzerland, which requires 80 hours of professional development every year. In Uzbekistan, this indicator is set at least 36 hours. In Poland, 150 hours are still in effect every five years.

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