

FORMATION OF THE SYSTEM OF INCREASING THE QUALIFICATION OF TEACHERS IN ASIAN COUNTRIES

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ABSTRACT

This article explores the education system of Asian countries and the organization of teacher development. It osvesheny the organization of day, part-time and short courses process and training in Asia , the frequency of training, as well as different and similar aspects of the system of professional development of teachers in these countries.

Keywords: Teachers, advanced training , retraining, institute, professional development , qualification exam, graduate, preparation, pedagogical activity, development of education.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In recent years , significant work has been carried out in our republic in the field of education, especially in the field of teacher training. In particular, the introduction of advanced foreign experience in the educational process has risen to the level of state policy. The President of the Republic of Uzbekistan Shavkat Mirziyoyev on October 24 at a meeting on the further development of higher education, improving the quality of training, expanding the integration of science and production noted that higher education institutions and their faculty are not prestigious and respected in the international scientific community.

At the meeting, due to the unsatisfactory work on the introduction of innovative methods in the educational process, the integration of curricula with production, and most importantly, the development of teachers, the problems of strengthening the scientific and pedagogical potential of professors and teachers, the widespread introduction of scientific and technological developments and information technologies based on signed agreements [1] .

In this connection , and with this we will try to analyze the experience of several Asian countries in the field of improvement of professional skill ped and Gog.

In China, there are a number of privileges for secondary school graduates in preparing for admission to higher education institutions: graduates who have completed high school excellently enter higher education institutions without exams. Although higher education in the country is mainly based on commercial education, in most pedagogical universities students receive free education.

The teacher retraining process in China is carried out on the basis of teacher development institutions and continuing education institutions. In addition, in a pedagogically 's universities, colleges, training and research institutions on the basis of their own teachers of training can pass a qualifying exam.

Teacher development institutes provide advanced training for primary school teachers, and teacher development institutes provide advanced training for teachers in the secondary

education system. At teacher training institutes, teachers improve their skills by organizing full-time, part-time, and short-term courses. Duration of training can be up to three years. At the Institute of Advanced Studies, they study through the organization of training on television, general universities and adult universities.

Bodies of retraining of teachers of higher educational institutions mainly operate in the six teaching universities in Ministry of Education, several institutions of higher education in non-teaching profiles and training centers in higher educational institutions.

The distinction between formal (accurate), unofficial, and secret (hidden) data provided by Japanese researchers has a significant impact on the professional development system. They developed a model for the creation of periodic knowledge, the transition to the knowledge of the hidden unofficial, and then to formal knowledge. It is also associated with expanding the circle of knowledge of one person to the knowledge of the organization or members of the entire community. According to a number of experts, such a transition is the core of the professional development of teachers.

In order to support the high prestige of the teacher training system and improve the quality of teaching, the Japanese government uses various forms of material incentives for teachers. Graduate graduated from Teachers College (training period of 2-3 years), starting to work on a monthly basis receives 165,000 yen, which is about 800 dollars US and the teacher who graduated from university (the period of study 4 years) under the same conditions received about 190,000 yen a month. But this is only the initial amount, which increases with the payment of various benefits. Over the entire period of employment charge of a teacher pay increases by about 2.5 times.

In Singapore, the payment of salaries to teachers depends on the results and effectiveness of their work. Teachers' salaries change due to the processes of professional development and their regular work on themselves. All Singaporean teachers engaged in practical pedagogical activities, improve their skills at the National Institute of Education.

During the period of advanced training, teachers undergo training at a 100-150 hour methodical course, a specialized course at 35 hours, teaching methods for 40 hours and a general pedagogical course at 25 hours. In addition, teachers are eligible for 100-hour professional development. However, they are mainly engaged in workshops and seminars.

The main goal set for the Singaporean teacher, it is the achievement of an average teacher's status is good his teacher. The professional development of a teacher to achieve this position has three main aspects:

1. The general thinking of the teacher. There is an idea that in the learning process, effectiveness cannot be achieved if the teacher's thinking is not properly directed. In the process of training teachers teach more efficient way and in work and new method of learning. In particular, teaching natural objects at school is not just a process or memorization, but also mental activity.

One of the goals of Singaporean teacher training developers is to educate the teacher in new ways and methods to solve the "root of the problem" and enrich thinking.

2. A rich circle of knowledge was read to her. Like students, teachers should expand their knowledge, rather than receive ready-made knowledge.

3. Strong need for training. Teachers must study and learn throughout their entire lives. This can be done by solving and discussing not ordinary issues, but not everyday problems.

Teachers try to improve their skills in solving these problems and try to learn more about life problems and events. In Singapore, future teachers are selected, evaluated and tested at the entrance stage (exams) of admission to the pedagogical faculties of higher educational institutions. After that, the Ministry of Education and Science in the official form allocates some funds and provides them in the form of a scholarship first .

The training of teachers in these conditions is more interesting for curious and well-trained students, and teacher education stops for those who do not have other options for teacher education, that is, not all students entering pedagogical faculties can become teachers. Their interests, talents, abilities are tested separately to p and zreshit their pedagogical activity [2, 3] .

State of Singapore and pays special attention to the training of future teachers in accordance with the existing education system and allocates a significant portion of the planned financing of education.

It should be noted that in Singapore there are very few faculties and teacher training courses . Therefore, graduates of schools with the highest level of knowledge are accepted into the student body. For example, in Singapore and Hong Kong, 30% of all graduates and 10% in Finland are involved in training future teachers. All this indicates that special attention is paid to the teacher training program and the assignment of a high status to this area.

In South Korea, teachers are government employees. The process of employing schools for teachers is controlled by the government. The selection and hiring of teachers is carried out through open testing in public schools in the educational departments of the capitals and provinces. The primary test for public schools is carried out in education (30%) and on spetsial nym subjects (70%). Future teachers need to take another test where they write an essay. The institution itself deals with questions about accepting teachers in private schools.

Taking into account the importance of teacher training in South Korea, a law was passed in the 60s of the 20th century on the establishment of teacher training centers for primary and secondary schools. In 1992, institutes of advanced training for secondary school teachers were organized at 17 universities . At 11 teacher training colleges, advanced training institutes for primary school teachers have been opened [3] .

In 1985, two regional advanced training institutes were opened for permanent teachers in the country.

These institutions are the main centers for teacher training (teacher development). Every year, more than 20,000 teachers take special courses to improve their skills, and more than 43,000 teachers take short-term continuing education courses to expand their knowledge. Intensive courses are also organized at the Joint Pedagogical Institute at the University of Korea to increase the professional level of teachers, taking into account their desires and needs. These courses are prepared by professional specialists working in the field of education, as well as experts in the field of the development of and training and methodically 's benefits first , n individual first on teaching and developing their

design . University research institutes deal with educational issues. Such research institutes work on issues, issues that are presented by the Ministry of Education, the Korean Professional Association and the Korean Research Foundation. Their source of income funds are behaving is, from university grants and sponsoring organizations.

Summing up, it can be noted that the system of advanced training of teachers in the republic requires fundamental changes. For the development of continuing education is necessary to study, analyze and, in accordance with national values implemented in povysh e Nia qualification best practices of developed countries in this field .

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