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SHORT COMMUNICATION

The advantages of the innovative management of the professional development system in public education sphere

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ABSTRACT

In this article, there were studied innovation management and coordination of the system or training pedagogical staff, especially the world experience of applying online education to the above-mentioned system. Besides, there were also described opportunities of economizing on state finance and other several advantages of applying online education for training pedagogical staff working in the Public education system.

Keywords: personnel training, innovation management, professional development of pedagogy personnel, personnel retraining, distance education, innovative technologies, online professional development

1. INTRODUCTION

In 1997, our country adopted a National Program for Personnel Training and we can say that it was the guideline in strategic management of the public education system, as well as this was basement on realization efficiently management of the next phases of this system after 2005 (A. Akimov & Dollery, 2009). The program is based on the requirements of this period, to provide development the quality of education and enrich its meaning. We can see

that for the implementation of these tasks are being allocated approximately 10-12% of the GDP of the country for the education system. A significant part of the budget is spent on retraining of teacher's qualification because the teacher's potential and the ability are one of the important factors that affect the quality of education (A. V. Akimov & Dollery, 2006; Akmal, 2016). Today, there are 14 regional institutes of retraining and professional development of the staff in public education system. Central institute of retraining and professional development of Republic Education Personnel named after A. Avloni and Educational-methodical centre of retraining and professional development of the staff of primary education institutions provides their activities in public education system of country (A. V. Akimov & Dollery, 2006; Laurens et al., 2015). According to the degree of the Cabinet of Ministers of the Republic of Uzbekistan No. 234 on the August 15, 2014 "On measures further professional development and retraining of the pedagogy staff in public education system", the professional development of the pedagogy staff are defined as follows:

The professional development of pedagogy staff - on the basis of the requirements of state educational standards (State requirements) update on a regular basis the professional knowledge and skills on training course or information technology and training interactive methods which constantly increase the educational process of professional and pedagogical skills and ensure high scientific and methodological level of these courses.

2. THEORETICAL BACKGROUND

Advancement over the educational process of professional and pedagogical skills and ensure high scientific and methodological levels of these courses in country have been considered as a major ones. In the recent years, there have been introduced number of advancements on the policy and strategy of the sector as whole (Bakhtishodovich et al., 2015). The degree notes that the professional development forms are divided into 2 types:

1) Direct professional development (teaching on education programs):

- in specialized professional development educational institutions (academies, institutes, centres, faculties, training courses);
- professional development in basic educational institution;
- to educate in educational institute on the "Preceptor-apprentice" method;
- to gain experience in practice;
- to gain experience in scientific and research institutions;
- to gain experience abroad;
- to study independently.

2) Indirect professional development program (retraining without educational programs):

- sabbatical leave by the decision of the scientific (scientific-pedagogical) council;
- open training sessions;
- to attend with lectures in scientific, scientific-methodical and scientific seminars, conferences, etc.¹

¹ The degree of the Cabinet of Ministers of the Republic of Uzbekistan No. 234 on the August 15, 2014 "On measures further professional development and retraining of the pedagogy staff in public education system".

According to the above-mentioned decision, the teachers are qualified at least once every 5 years. According to the Ministry of Public Education’s report, each year about 92 000 employees of the public education system of which about 78 000 teachers are retrained with keep up the basic monthly wages. At the same time, countries such as the US, Germany, Britain, South Korea and the new innovative technology-based training, retraining and continuous service methodology has been established, which brings positive results. There are many positive aspects in organization step-by-step the distance education of teacher retraining in Uzbekistan. Because currently not only developed but also developing countries are trying to implement the distance education system. Before talking about the research problem it would be better to find proper answer to the question – “What kind of education is distance education and what types have in the world?”. Distance education is the realization of the experience or method of planned education in which a recipient of education and training instructor (trainer) are in a distance from each other. Distance education system of information exchange and communication is done through printed materials or electronic media [Commonwealth of Learning. (2008). Education for a digital world: Advice, guidelines and effective practice from around the globe].

3. METHODOLOGY

A number of aims and different types of audiences will cover the distance education in training of teachers. The distance education as a mechanism for carrying out the training functions to develop knowledge, skills and ability of teachers in developing and developed countries (Ames, Brown, Devarajan, Izquierdo, & others, 2001; Asadov & Aripov, 2009; Hasanova, 2016). Mainly in the developed countries are often in the form of online education the distance education will serve as a mechanism for continuous education and teaching experience, which is part of the profession earned more enriched and enhanced to provide additional certification programs. Unlike other forms of education and professional development, distance education is closely related to its method of delivery [Taylor, J. C. (1995); (Djanibekov, Hornidge, & Ul-Hassan, 2012; Malyi et al., 2015)]. Due to the rapid development of distance education’s delivery methods, the experts of this sphere separated this type of education for a few generations that are presented in Table 1 below. However, it should be noted, the descendants of distance education as other areas did not implement step by step, a series carried out in a way that is synchronized with:

Table 1. Types of distance education

Types of distance education	Views
Correspondence model	Published materials
Audio models	<ul style="list-style-type: none"> • Broadcasting: interactive radio instructions • Narrow-wave radio broadcasts: Interactive audio instructions (audio tapes and disks) • Two-sided radio • Audio conferencing and telephone

	<ul style="list-style-type: none"> • Radio broadcasting
Television models	<ul style="list-style-type: none"> • TV programs: about awareness and education • Video conference • Video
PC multimedia models	<ul style="list-style-type: none"> • Interactive video (disk and tape) • CD-ROMs • DVDs • Interactive Multimedia
Internet based models (web)	<ul style="list-style-type: none"> • PC communication • Opportunity Internet access to resources • Online training (e-learning) • Online Meetings (webcast) • Virtual classes / schools and universities
Mobile models	<ul style="list-style-type: none"> • Portable media player • Mobile phones and Smartphones • Tablets • E-books (e-readers)

Source: Burns, M. (2011). *Distance Education for Teacher Training: Modes, Models, and Methods*. Washington, DC: Education Development Center.

Methods of distance training mentioned in table above are often used together. The types of distance education with related courses and training processes have different features by its own requirements, size, duration, structure and objectives (Kotz, 2003). For example, some of them related with auditorium lessons, some of them before entering the educational institution, and the others after the educational process or in holidays. Even the "related" distance education types (e.g. online education) are different from each other in the following areas: types, time and duration of communication (clearly defined time and independent schedule), models of study (group and individual), the structure (or closed registration) and objectives (Dillemans, R., Lowyck, J., Van der Perre, G., Claeys, C., & Elen, J. (1998). *New technologies for learning: Contribution of ICT to innovation of education*. Leuven, Belgium: Leuven University Press). The teachers retraining courses on distance education was based on published or audio methods in the past, over the last few years, although this trend reflects a number of types of distance education courses is growing. For example, many institutions implements newly emerging technologies such as online course materials, online communication, special subject web sites, database of electronic resources and virtual classrooms for the training process of students and teachers. Curling up with a variety of distance education delivery methods using online tools in different kind of courses to reach the audience and opportunities to achieve the goals of education in different directions. The various technologies use in various aspects for further improvement in professional development of teacher. For example, the islands of the Caribbean, most of the candidates for teacher have opportunity to go only one of the three universities in Jamaica, Trinidad and Barbados. These teachers participate in online and video courses organized by the Center for distance education at the West Indian University and can take the necessary information and

instructions. Regular development skills process will continue in personnel self-education form through distance education methods as computer instructions, HDI (for hard subject teachers in Jamaica), computer communication, and online professional development courses. The external experts in professional development from University will be involved [6.Gaible, E. (2009). Survey of ICT and education in the Caribbean: Country reports. Washington, DC: World Bank]. In Table 1 also reduction of the types of development of professional skills are often hybrid approach and in addition to the distance education organizes the face-to-face meetings. The USA and European teachers to develop their professional skills can be carried out by using a combination of the models, which are shown in Table 1. For example, the collegial online professional development, access to Web resources through independent study, to take part in webinars and webcasts, and to continue to improve the professional skills and qualifications(Medlin, Cave, & Carpentier, 1971).

4. THE ADVANTAGES OF THE INNOVATIVE MANAGEMENT OF THE PROFESSIONAL DEVELOPMENT SYSTEM IN PUBLIC EDUCATION SPHERE

Figure 1. US online professional development of teachers' views



Source: Burns, M. (2011). Distance Education for Teacher Training: Modes, Models, and Methods. Washington, DC:Education Development Center.

According to a number of reasons, it is difficult to attract the teachers for professional development in the United States, Europe and other developed countries. One of the main reasons, in these countries, the professional development courses for teachers will be paid, in many cases, the teachers were hesitant to pay the costs. However, it was found a solution to this issue in Finland. Because in this country, it is implemented the mechanism to encourage Finland teachers for professional development. In Uzbekistan the teachers retraining is free, and significant fund is allocated from the state budget for this system. Now we will take

attention directly about the advantages of distance retraining. In developed countries, the demand for online education and the growing rating of the offers shows that this course is very indicative among population. It is important to involve for using of educational opportunities and to increase the motivation of students to complete the requirements. On Figure 1 you can see that online courses "anytime / anyplace, any pace" in online education is suitable for US teachers. In addition, set up a very wide range of online options of the professional development courses in South Korea. According to the results of a survey conducted among 380000 teachers, participating in online training courses praised the high quality of offered online courses. [Latchem, C., & Jung, I. (2010). *Distance and blended learning in Asia*. New York, NY: Routledge] Obviously, a number of specific advantages has in a distance training system. As we analysed the foreign experience, especially in many developing countries, the retraining system of teachers is paid service and brings an additional financial cost for teachers, and we can see an effective mechanism in this sphere. In other words, the retraining of the pedagogy staff is free in our country.

5. OUTCOMES AND SHORTCOMINGS OF THE ISSUE

However, in accordance with modern requirements and based on the best international practices, we can say that we should implement the innovations in retraining system. Because there is one institute of public educational staffs' re-training and improving their professional skills in each regional centre, the teachers from districts should come to this institute for improving their professional skills.

The main shortcomings in the current retraining system:

- A significant part of the budget spends in retraining process. (*Because the teacher who comes for a month retraining courses with keep up the salary as well as his daily travel allowance is paid. When the teacher is in retraining courses, his lesson hours will give to other teacher. So, if the state paid an average of about 750 000 sum for one teacher, in the retraining period of the teacher consists about 1 500 000 sum*).
- It has negative impact on pupil's in learning the subject if other teacher would be instead of his teacher who is in retraining courses (*Because teachers' teaching style and manners as well as potential of every pupils psychology and individual approach depending on the daily reflex in pupil*).
- It is inconvenience in family for teachers who come to the capital of the region to intend in retraining courses.

The advantages of implementation the distance training system in public education system in Uzbekistan:

- Approximately 58.5 billion sum from the state budget can be achieved to economize each year. ($78\ 000^* \times 750\ 000^{**} = 58,5$ billion sum). (* - the number of pedagogical staff, - the average salary **).
- During retraining process to get rid of the negative psychological effects on the teachers in learning the subjects.
- In the process of retraining of teachers, in turn, the teachers can increase their knowledge of information and communication technologies (ICT). (*Because distance retraining process directly connect with the ICT and the teachers skills in a computer and Internet access will automatically increase According to the Ministry of Public*

Education's report, now 40% of the 390 105 teachers can use the ICT and throw the implementation the distance training this figure step by step can be up to 100% gradually).

- Ensuring the continuity methodical services of teachers (*Because between the trained teacher and training center will be the online communication (contact) and he will be available to take the additional information every month in online by the center as well as can increase his skills by taking tasks of his professional area).*

6. CONCLUSION

In summary, we can say that the training system of innovative management and coordination is not only improvement of the quality of education and the further positive effect, but also throw the economize of the state budget, we could lead to the development of other important sectors of the social sphere. In addition, there were studied innovation management and coordination of the system or training pedagogical staff, especially the world experience of applying online education to the above-mentioned system. Besides, there were also described opportunities of economizing on state finance and other several advantages of applying online education for training pedagogical staff working in the Public education system. Outcomes and shortcomings of the issue has also highlighted to make open new opportunities for the future investigations.

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