

Improving Informal Education with the Help of Modern Technologies

Joldasova Kamila Jollibaevna

Doctoral student, National research institute for professional development of teachers and training in new methods named after Abdulla Avloni

Article Information

Received: February 03, 2022

Accepted: March 05, 2023

Published: April 04, 2023

Keywords: Training process, listener, teacher, continuous education, pedagogical activity, professional competence, informal education.

ABSTRACT

The article describes the pedagogical and psychological capabilities of students in the process of professional development, as well as their quality control and the development of informal learning mechanisms, the specific professional characteristics of the development of teachers of general education schools in the process of professional development and the requirements imposed on them. the definition is mentioned.

Informal learning refers to the lifelong learning process in which each individual acquires attitudes, values, skills, and knowledge from the educational influences and resources in his or her environment and from everyday experiences.

People interpret information differently, and therefore a structured curriculum may not allow all students to understand the information. Informal learning is less controlled than the average training setting, so informal learning can be very powerful. Informal education helps people learn to respond to and manage different situations and circumstances. In addition, it integrates social objects that are important for learning. Informal education can be seen as education that comes as part of participation in youth and community organizations. This type of learning is a spontaneous process that helps people learn information in a new way. It helps develop communities, associations, and relationships that create a positive learning environment.

The introduction of modern information and communication systems in the field of state and community management is an important condition for the effective implementation of socio-economic and socio-political reforms and changes being carried out in our country. Distance learning center under the "Talent" fund of the first President of the Republic of Uzbekistan has organized distance courses (for example, the "Information technologies and distance learning" course), these courses have been tested since September 2006. put into practice. Within the framework of the Central Institute of Retraining and Advanced Training of Public Education Workers named after A. Avloni, "Regional Coordination Centers of Distance Education (hereinafter referred to as MOHMMs) are regional divisions of the system of distance education of public education workers. , they were assigned to the Ministry of Public Education in 2004 in

accordance with the Memorandum between the Government of the Republic of Uzbekistan and the Asian Development Bank regarding the "Stabilization Bond for the Education Sector Development Program" adopted in December 2000 The Republic of Karakalpakstan, regions and the city of Tashkent were established as part of the retraining and professional development institutes of teacher personnel.

PQ-4963 of the President of the Republic of Uzbekistan dated January 25, 2021 "On measures to support scientific research activities in the field of public education and introduce a system of continuous professional development" and Uzbekistan In accordance with the decisions of the Cabinet of Ministers of the Republic No. 25 of January 17, 2022 "On the approval of the Regulation on the procedure for the establishment of a system of continuous professional development of public education employees", teachers are not once every 5 years, but every year, if possible if there is - it is determined that he will improve his qualification level every day, and in the process of retraining and improving the qualifications of leaders, pedagogues and specialists in the public education system, the student will study in separate educational modules and in the scores "Continuing Professional Education" special e-mail covering the introduction of the credit-module system of education, which includes the mastery of expressed skills, the process of lifelong growth of the personal professional potential of public education workers in accordance with the needs of the individual and society It is determined to increase the level of competence and improve professional skills through the platform.

Some features of informal education:

1. Informal education seeks to create or deepen situations in which people can learn, explore and expand their experiences and make a difference.
2. Provides an environment where everyone can learn together and learn from each other.
3. Realizing that activities can be based on any form of education, teaching does not necessarily have to be deliberate and over-implemented. Rather than teaching complex material and then giving tools to teachers, we give teachers the tools to complete complex material over time.
4. Focuses on social aspects of education.
5. The tools provided to teachers are specific to the processes they are used in.
6. It closes the gap between training center and life.
7. Allows teachers to choose how to approach information.
8. Teaches that learning can be used in everyday life and in the future.
9. Informal learning is done through conversation and communication with others.

Benefit

1. Sensitivity in dealing with the environment.
2. Ability to act freely in unknown situations.
3. A person's ability to learn without any obligations or restrictions.
4. Allows free choice and change of interests.
5. The ability to create one's own.
6. Eliminates the gap between theory and practice.

Values

1. To work for the welfare of all.
2. To respect the unique value and dignity of each person.
3. Dialogue.
4. Equality and justice.
5. Active involvement in issues affecting democracy and people's lives. (Jeff and Smith 2005: 95-6)
6. Informal education is focused on values. Lack of curriculum or guidance for most of the work

Formal education is institutionalized (embodying specific rules and norms), targeted and planned education with the participation of state educational institutions and accredited non-governmental educational organizations recognized by the state.

Non-formal education is institutionalized (incorporating specific rules and norms), targeted and planned by a person or organization that provides educational services, leading to formal education in lifelong learning. is an addition and (or) its alternative.

Informal education is goal-oriented, but not institutionalized (does not embody specific rules and norms), is less organized and structured than formal or informal education, and includes learning activities in the family, workplace, place of residence and everyday life. can contain z.

One of the biggest differences between informal learning and formal learning is that learning is learner-driven and based on the learner's desired outcome. Therefore, a high level of motivation is often a driving factor in the learning process. If the learner has a process and an outcome, it is easier to focus, work longer and be resilient.

Another important aspect of informal learning is that failure is not just allowed, but necessary. Failure is an equal building block to success. Knowing what isn't working is just as important as knowing what is working and why. Failure is part of the process - not a punishable crime.

List of references:

1. Mirziyoev Sh.M. We will build a free and prosperous, democratic country of Uzbekistan together. T.: Uzbekistan 2016. B. 14-15.
2. Abduqadirov A.A., Pardaev A.Kh., Theory and practice of distance education. Monograph. Tashkent, "Fan" publishing house, 2009. - 91 p.
3. Oknazarov T., Karshieva D. Use of modern teaching technologies in improving the qualifications of employees of educational institutions. Modern problems of continuing education: innovation and prospects, international scientific conference. Tashkent, 2018. - P. 32.