

*В статье рассматриваются основы развивающего обучения, обусловленного совершенствованием социального Я, профессионального Я и Я реального, гармонизацией индивидуального и субъективного опыта студента, обеспеченные личностно-ценностным подходом, ориентированным на создание условий (креативной среды) для разностороннего творческого развития студентов – будущих преподавателей профильных дисциплин.*

*The article covers the basics of developmental education, due to the improvement of the social I am, I am a professional and I am real, the harmonization of individual and subjective experience of the student, secured personal-value approach, aimed at creating conditions (creative environments) for versatile creative development of students - future teachers of specialized subjects.*

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**Farida Umarova,**

### **SCHOOL-BASED TEACHER TRAINING AS AN INTRODUCTION MECHANISM OF THE CHILD-CENTRED EDUCATION**

*Авторка висвітлює форми підвищення кваліфікації кадрів, які застосовуються в Узбекистані, розглядає світовий і вітчизняний досвід запровадження системи навчання вчителів на базі школи як ефективний спосіб неперервного розвитку професійної компетенції педагогів.*

Human individuality, specificity is getting more importance in modern society. This imposes a responsibility on schools to develop students' individuality based on their natural ability, historical and cultural values, national traditions as well as modern progress of science and technology.

As a logical completed knowledge system, transfer of social and cultural practice to growing generation is remaining in the past. This practice is changing to be child-centred development domain and a subject for creation of new social forms and change of community in general secondary education.

Child-centred method of education is a system development approach and meets the current requirements. The objectives and tasks for general secondary education carrying out through management and establishment of basic education, state education standards, realization of the National Program for Personnel Training [2], The School Education Development Program for 2004-2009 [3] requires introducing child-centred learning.

Despite the term "Child-centred learning issues" is new for uzbek pedagogy (N.Azizkhojayev, Sh.Kurbonov, U.Tolipov, U.Nishonaliyev, E.Seythalilov, F.Yuzlikayev et al.) it reflects historical deep humanity direction in philosophy, psychology and pedagogy. The priority of child-sentred development is strictly asserted in pedagogy and accepted by scientific-pedagogic community. But, so far, use of ready information and subject teaching education is being experienced.

Because of these negative conditions, there is contrary between the current education and humanity in the National Program for Personnel Training, child-centred of education, students' aspirations shifted corresponding new requirements, values of society, human nature, its physical and moral health.

The national education model includes 5 components, the first of them is person. Person refers to principal subject and object of the education development system, provider and user of educational services. As a provider of educational services, person, after gaining appropriate education degree, works in the fields such as education, production, science, culture and service, and introduce own knowledge and experience [2].

It is known that pedagogue's competence and to accept child-centred approach by pedagogue are important aspects in the introduction of child-centred technologies.

Training of specialists (including pedagogues) is an integral part of the continuous education. Education types is defined in the Law "On education" of the Republic of Uzbekistan [1] and the National Program for Personnel Training.

Training of teachers is carried out under the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan # 25 of 16.02.2006 [4].

Today, there are **2 types of teacher training** in the country:

- Pedagogical teacher re-training;
- Professional teacher re-training.

**Teacher training forms:**

***Direct teacher training (training by education programs):***

- training at educational institution for teacher training (academy, institute, centre, faculty, courses);
- training at basic educational institution;
- training at educational institution by "Tutor-apprentice" method;
- in-service professional development;
- advanced training at institution for research;
- advanced training in foreign;
- self-study.

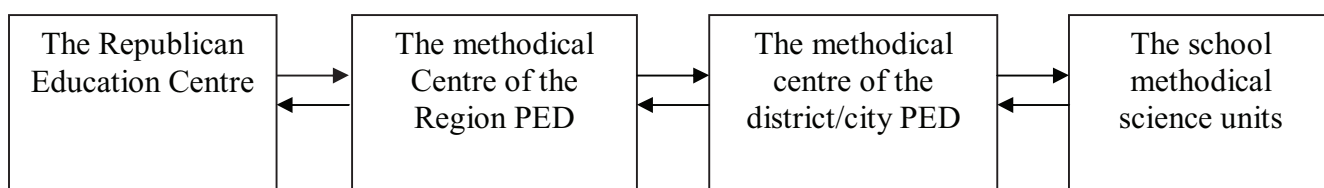
***indirect teacher training (training without education programs):***

- holiday for creative work by the resolution of (scientific and pedagogic) board of science;
- open training tasks;
- lectures at scientific, scientific-methodical and scientific-practical seminars, conferences, August trainings (traditional meetings of teachers).

Training at educational institution for teacher training is the main form of teacher training in Uzbekistan. Each teacher has training once in three years at educational institution under the program designed for 144 hours. At the completion of course, teacher has professional examination and receives a state certificate.

Moreover, besides the abovementioned formal forms of teacher training there are **informal forms** of teacher training focused on the support of continuous education.

1. There are methodical science units in each general secondary school and they are managed by the teachers with high experience. The methodical units are managed in the following sequence:



The functions of the school methodical science units are:

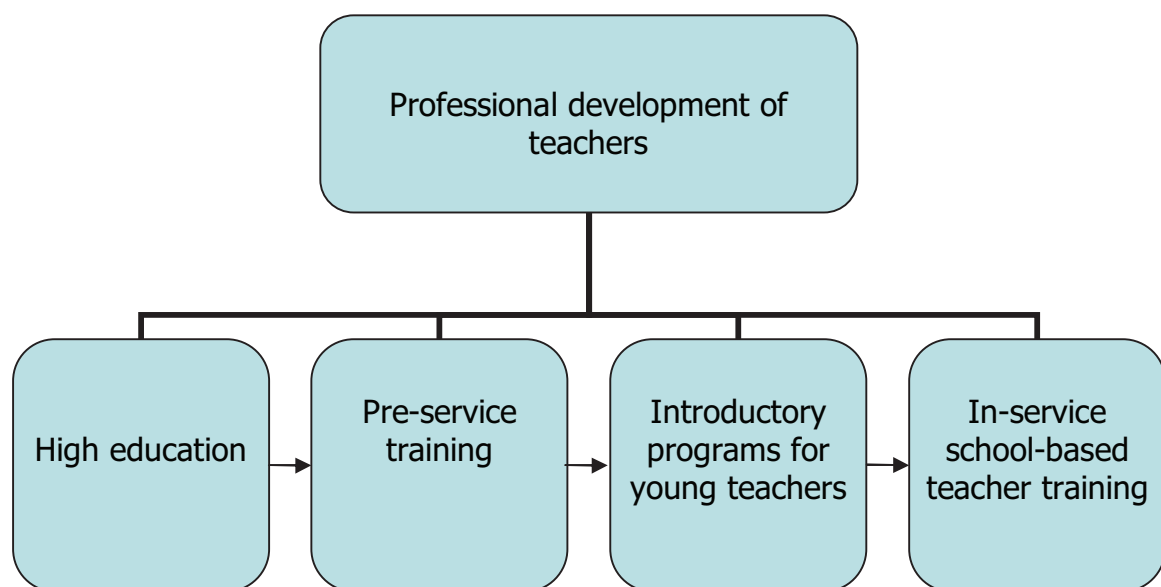
- to organize the exchange of experience among teachers;
- to organize, hold and discuss the "open lessons";
- to organize forum and seminars designed for a week, ten days, a month;
- to discuss the lectures, essays, speeches made by colleagues and methodologist-scientists at meetings;
- to analyze the findings of approbation of new methods and approaches, tests;
- to study and analyze the colleagues' experience to recommend to dissemination of best practice.

2. Teachers in Institutions for teacher training and re-training are associated to one chair and each chair operates under annual work schedule. This schedule comprises activities planned to carry out within one year: seminars, round-tables, forums, their titles, event place and date. The methodologists and teachers, who have best experience, from each district/city PED (mostly heads of methodical units) participate in seminars.

For instance, The Tashkent region Institute for teacher training and retraining (TITTR) has 6 chairs. The chair “Language and Literature” is in charge of the training of teachers on 9 languages (native language and literature, Uzbek (national) language, Russian language and literature (in schools which education is conducted in Russian), Russian, Kazakh, Tajik, English, German, French languages in national schools) of general secondary schools in 21 districts/cities of Tashkent region. The chair defines the issues for seminars held monthly. School teachers try to resolve those problems in their lessons. At the end of seminar, lessons are discussed by the methodologist-scientists, schoolbook authors participated in seminar and the final decision is made.

Worksheets and methodical comments are developed for each seminar and disseminated to participants. After seminar, methodologists and teachers participated in seminar teach other pedagogues on new approaches and technologies through district seminars. Such activities are effective way for training of teachers and professional development, also reflection of the notion of teacher training in international practice.

It is known from conducted researches that there are some stages in professional development of teachers: high education, pre-service training, introductory programs for young teachers, in-service school-based teacher training.



Aforementioned seminars help to enhance the teachers’ skills in teaching one subject, and school-based teacher training takes into account the private school needs and develops team that lives under self-teaching, cooperation, inter-assistance rules.

According to initial researches on school-based teacher training, such programs emerged as new strategy of in-service teacher training in the 1970s in the USA, Canada, United Kingdom, Australia and New Zealand [6]. In the mid of 1980s, these countries designed broad school-based teacher training programs for professional development or renovation of basic education. Later, number of these countries was increased by joining of Japan, Israel, Holland, Germany.

Practical direction of teacher training was being obviously represented in the 1990s in United Kingdom, “the cradle of school-based teacher training” [9, p.131-132]. University/school collaboration **in basic training for teacher (pre-service training)** may be seen in the USA, Canada and Holland. The community of practice was created in South Mexico and Holland. The community of practice is a group of active teachers with general goal to encourage constructive

approaches and active teaching methods by sharing experience with each other.

Students/pupils, who study under University/school cooperation, spend the most of time in school, classroom, and observe teacher's activities and learn from them. However, by specialists' opinion, reading whatever useful book could not be replaced with practical learning.

In addition, the basic training has some disadvantages: 1) sometimes the expert (tutor) model puts pressure; 2) frequently there is time constraint to hold meetings among students/pupils and teachers, and to discuss and resolve the issues, and problem with remoteness; 3) frequently student/pupil does not support the young teachers in school education process: student/pupil is responsible for classroom, he/she could not take full part in school life. There will be incentives for activities by student/pupil if they do not hinder the classroom and school activity (curriculum, examinations, etc.). Thus, teacher training and school improvement are being specific direction. Despite the University/school cooperation requirements, student-teacher training does not meet the purposes of school education.

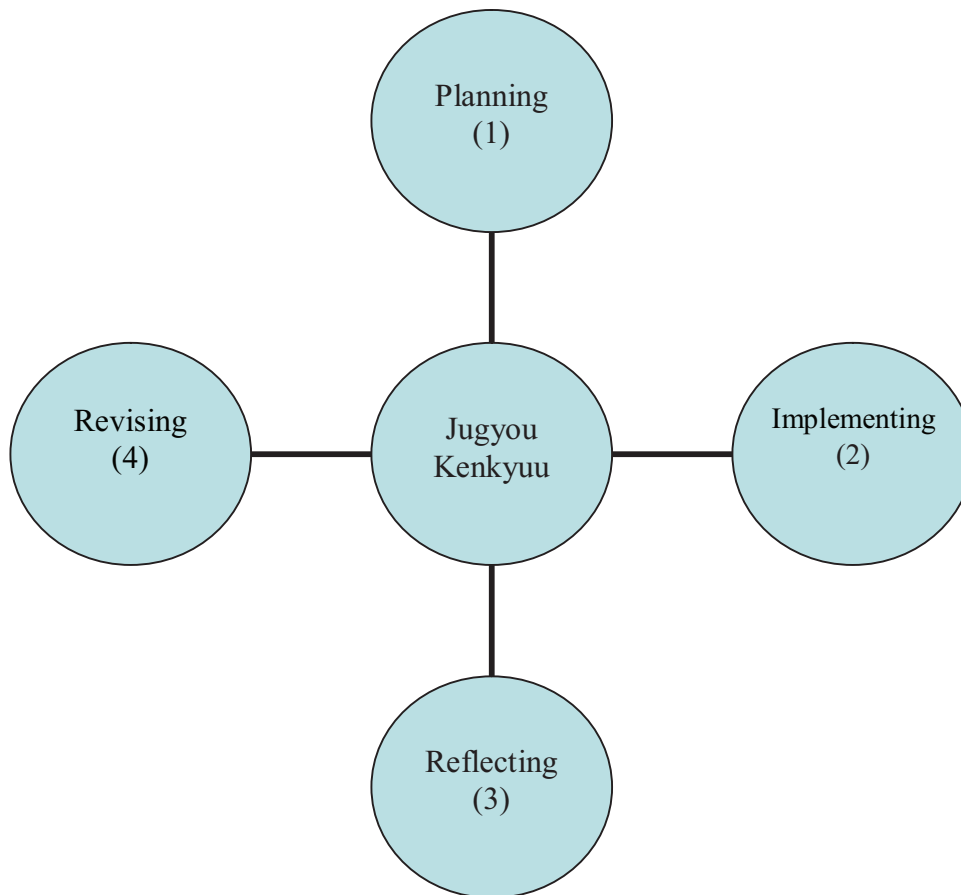
This may be observed in some schools that students from pedagogical institute and colleges have practice. In most cases, students, who are having practice, not being involved observe lessons and analyze them without school teachers and class heads. Thus, pedagogical practice serves to prepare young teachers efficiently, but give a little contribution to the working teachers in professional development. By our opinion, it is necessary to develop the SBTT improvement methods for education of teachers/students.

*Introductory programs for young teachers* are very important for the professional development of teachers. In many countries, particularly in the USA, there are special programs that are appropriate to teachers, just undertaken working. The Israel Education Ministry has been introducing introductory program projects like SBTT, the pedagogical colleges and academic schools are responsible for this process. Most of Central and Eastern Europe countries do not accept introductory programs because of expanding SBTT and basic trainings [9].

In 1988, in Japan, one year school-based training was created and since 1992, this type of training has been being prevalent in primary, secondary and special schools. The school-based training is called Jugyou Kenkyuu.

According to research findings [8], it was found that through classroom observations, practice, collaborative research, information exchange based on Jugyou Kenkyuu requirements teachers learn more professional knowledge and skills than mathematics formulas, theoretical and abstract principals. By experts' thought, opinion chare in small groups in collaborative teaching and learning is important, and education efficiency is improved by developing cooperation between teachers and students.

Jugyou Kenkyuu consists of 4 stages:



How is this method implemented? This may be observed as example of one school.

1.Planning. Defining the problem, Devising lesson plans.

In the course of year, school teachers (the members of methodical science units) discuss the issues (e.g. improving teachers-student interaction in the teaching-learning process) for learning and finding solutions, based on curriculum learn the content and teaching methods applicable in each class and make suggestions to improve the lesson plans.

2.Implementing. Implementing the lesson plan as experimental lessons.

In this stage, one of the teachers agreed to give a lesson based upon the lesson plan. Other teachers became active observers during this class session. Each teacher had a specifically assigned role. One teacher video tapes classroom instructional activities, two others examined the entire teaching and learning process, and others observe and analyze another teacher.

3. Reflecting.

After the lesson, all teachers met again as a group to share observational data. During this session they examined the appropriateness of the teaching theme, the materials used, instructional methods, problems with the teacher’s performance, teacher-student interaction in detail and the characteristics of individual pupil’s learning in the classroom.

4.Revising. Revising the lessons and approaches, reporting, devising a new version of the lesson plan.

In the last stage, teachers discussed revisions to the lessons plan based upon their observations and reflections, suggested new teaching-learning strategies, shared their findings and conducted self-directed professional development and self-improvement activities.

This approach enables teachers to learn from each other, to improve their teaching in practice and to promote organizational learning.

**The SBTT programs** used in many countries and the school based primary training or introductory programs have a general features. Due to this reason it is convenient to use than other teacher training stages.

**What is important in the development of the SBTT?**

1. Not all SBTT programs are considered as an effective for teacher training. For example, because of the difficulty of the implementation of in-service teacher training on state level, Italian teachers are using the service of the regional institutions. According to observations, these trainings are focused on more theory, not practice [9].

2. Getting of the SBTT more popular depends on their description. According to the first approach, only trainings conducted in school range are considered SBTT. The Second approach, all trainings oriented to the school education improvement, teacher training regardless of site is SBTT [5].

3. The researchers consider that in many countries, SBTT is one part of special education projects and this covers schools, which are located in rural places or poor students go. The SBTT is amid at speeding up educational reforms through teacher training based on school curriculum. That's why, this must be implemented in each school. By experts' opinion, implementing of the SBTT on state level needs strong policy and support [9, p.138].

4. SBTT is introduced by two ways. In most Western Europe countries, also in Japan and the USA, the SBTT is accepted by school's wish.

In countries such as the United Kingdom and Israel, the SBTT is accepted on state level. In the United Kingdom, organization of the SBTT is complied by the regional departments of education ministry, based on school requests they are provided with special grants. In Israel, the SBTT is implemented by the initiative of the school team and principal, and the methodologists of the education department oversight the implementation [7].

5. Introduction of the SBTT on state level has some disadvantages together with priorities. SBTT may put pressure on schools, and the school principals will be in charge of implementation and development of the SBTT; putting forward the centralized ideas weakens the initiative of the schools.

When schools are responsible for teacher training, they hire low-qualified teachers for eliminating teacher shortage.

6. In countries that SBTT is implemented the schools define the content of this programs. The SBTT includes certain issues such as curriculum, team building, staff development, school management, assessment, multicultural education, reflective teaching, modern teaching methods, school environment, and adaption of education to student needs, use of computer and information technologies.

7. In countries where the SBTT are being introducing, trainings/courses are held on regular base, mostly in the course of academic year one or two times in a week. But, in most countries trainings are short-term that last one weeks. Participants of these trainings are school principals or leading teachers. School team is rarely covered. After trainings, the school representatives are required to share a new acquired knowledge with school team.

Uzbekistan, especially the Tashkent region has experience on SBTT. In 2002, the chair of "Language and literature" of the TITTR created work group for introducing student-centred approach. The work group studied the needs of the general school teachers in 5 districts and cities (Chinoz, Piskent, Angren, Chirchiq, Zangiota) of the Tashkent region and based on findings developed fifteen-day seminars (3 stages) for teachers of different subjects, five-day seminars for school principals, and five-day seminars for teachers.

Seminars will be held in the schools and classrooms. This enables to cover all teachers. At the end of each stage, teachers are given practical tasks. Seminars are conducted by advanced methods, theoretical data and teaching technologies are experimented and analyzed in the lessons. In the interim of each stage, teachers strengthen the skills and knowledge acquired for one month.

After certain period, next seminars will be organized for the teachers participated in fifteen-day seminars. These activities are carried out regularly for 5 years. In the second year of the experiment, the work group defined that training of teachers provides high outcomes, and serves for team building, introduction of student-centred approach. Teachers enhance their skills on cooperation through learning from each other, and observing lessons each other, not awaiting

“open lessons”. Seminars held for school principals help to broadly implementation of innovations and effectively organization of school-based teacher training.

In the SBTT seminars, team building, cooperation and special methods of subject teaching are discussed. Such kind teacher training is fruitful and establishes creative teaching environment, develops teachers pedagogical skills and forms continuous learning team. The teachers and principals participated in these seminars receive certificates signed by the rector of the TITTR.

During research activities it was defined that the SBTT is effective in the development of teachers’ competence. However, **there some challenges in implementation and development of the SBTT in Uzbekistan and in the world:**

First challenge. The legal status of the SBTT. In many countries, SBTT is not implemented on state level. This creates a problem of time that is needed for these activities.

In Tashkent region, SBTT seminars were organized in accordance with the letter and order of the district public education department, but there were problems in involving all school teachers. Some teachers didn’t participate in seminars because they had lesson. Due to this reason, five-day seminars are held only on Saturday and Sunday. Today, this experience is encouraged.

Second challenge. It was observed that no legal status of the SBTT influences on teacher stimulation. SBTT certificate is not interchangeable with the certificate of a specialized educational institution. In Tashkent region, these seminars help to strengthen and develop teachers’ skills.

The world experience shows that, only in Israel teachers participated in SBTT programs are stimulated as a specialized educational institution provided [7].

Third challenge. Almost in all countries there is shortage of specialists (trainers) to organize the SBTT in schools [9]. In Tashkent region we encountered with this problem: seminars are scheduled taking into account the school and chair trainers’ possibility for not interfering in education of the TITTR. Sometimes, for seminars, the members of national trainers team who were prepared under the UNICEF children fund are involved.

Forth challenge. The development of the cooperation model between school and institute (university) to create school cooperation culture. But some teachers are not ready to invite the experts to own lessons and to open classroom doors, i.e. cooperation is hampered due to they are afraid that their lessons are analyzed and assessed.

Fifth challenge. The evaluation of the SBTT effectiveness. The SBTT programs should be devised based on school internal monitoring results and implementation of those programs should be evaluated on regular base. Therefore, it is required that teachers must have research skills.

Based on outcomes of the scientific researches and practical activities, for effectively implementing the SBTT in Uzbekistan the following measures should be accomplished:

- To define a pilot school by subject in each district/city to train the teachers on teaching of subject and to provide legal status to this school;
- To establish budget for effectively implementing the SBTT;
- To devise programs taking into account the work order, feature of school region, teachers competence, and subjects;
- To select (prepare) experts (trainers) who will be involved in the implementation of the SBTT.

### **Conclusion:**

Imposing a responsibility on schools for education outcomes is a basis of reforms.

Implementing of the SBTT on state level is being necessity despite some costs.

When SBTT is conducted together with the pre-service training of high education, it will be effective.

SBTT costs may be saved through cooperation with teacher training and retraining institutions.

The development of cluster schools cooperation helps to change the school administration, education and teaching processes, and to improve the community relationship.

SBTT is not separate strategy, but it must be accepted as a mechanism that addresses the education issues.

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*В статье говорится о существующих в Узбекистане формах повышения квалификации кадров, рассматривается мировой и отечественный опыт внедрения системы обучения учителей на базе школы как эффективный способ непрерывного развития профессиональной компетенции педагогов.*

*This article deals with the ongoing reforms in the field of teacher training in Uzbekistan, the world and national practice in implementation of school-based teacher training as an effective way of contentious professional development of teachers.*