

THE ROLE OF THE INFORMATION-EDUCATIONAL ENVIRONMENT AND INTERNATIONAL EXPERIENCE IN THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF PEDAGOGICAL STAFF

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Annotation: This article examines the role of the information-educational environment in the continuous professional development of pedagogical staff. It explores the factors that influence the effective organization of digital learning environments and analyzes their impact on the development of teachers' competencies. Advanced educational experiences from Finland, Singapore, South Korea, and the United States are reviewed to highlight best practices in modern teacher development. The findings contribute to the development of methodological recommendations for modernizing teacher training and improving the professional development system in Uzbekistan.

Key words: Information-educational environment, continuous professional development, digital competence, international experience, online learning, pedagogical staff, ICT in education.

Introduction

In today's rapidly globalizing world, the digitalization of education has introduced new requirements for the continuous professional development (CPD) of teachers. The use of information and communication technologies (ICT) in teaching has become essential for improving instructional quality, increasing student engagement, and ensuring access to innovative learning resources. Contemporary educational systems emphasize teachers' ability to adapt to technological change, integrate digital tools into classroom practice, and participate in professional learning networks.

An information-educational environment provides teachers with opportunities for continuous learning, online skill development, and teaching innovation. At the same time, studying international education systems allows Uzbekistan to benchmark global best practices and implement effective strategies to strengthen its national teacher development framework.

Literature Review and Methodology

Literature Review

Recent studies highlight the integral role of information-educational environments in teacher development. According to UNESCO (2022), digital literacy has become one of the core competencies for modern educators. The European Commission's *Digital Education Action Plan* emphasizes the importance of online resources, digital pedagogy, and professional learning networks in fostering teachers' growth.

Research on the Finnish education system (Sahlberg, 2018) demonstrates that teachers' independence, reflective practice, and access to digital resources significantly contribute to their professional competence. Singapore's "Teach Less – Learn More" strategy prioritizes teacher autonomy, lifelong learning, and integration of technology in teaching. South Korea's digital transformation of education shows the role of government support and ICT infrastructure in building highly skilled educators.

Methodology

This study employed several research methods:

- Theoretical analysis: Reviewing national and international literature, academic publications, and official reports.
- Comparative analysis: Examining teacher development policies across Finland, Singapore, South Korea, and the United States.
- System-based approach: Exploring the structure, functions, and components of the information-educational environment.
- Analytical method: Assessing the current level of digitalization in Uzbekistan's education system and identifying strengths and gaps.

Discussion

1. Digital learning resources and online professional development.

Online courses, webinars, and virtual training programs offer teachers flexible, cost-effective, and accessible opportunities to enhance their skills. These tools also promote self-regulated learning and professional autonomy.

2. Development of teachers digital competencies

Modern teachers need to use educational platforms, design interactive lessons, and integrate virtual tools and multimedia resources. Digital competence directly influences teaching quality and student outcomes.

3. International collaboration and professional networks

Countries such as Singapore and Finland encourage teachers to participate in global forums, online communities, and teacher exchange programs. This fosters innovation, research-based practice, and global collaboration.

4. Digitalization of teacher development in Uzbekistan

Uzbekistan has introduced platforms such as ZiyoNET, the National Electronic Library, and digital repositories of instructional materials. These initiatives support teacher learning and facilitate the adoption of ICT in schools. However, further development is required in digital infrastructure, continuous training, and advanced ICT-pedagogy integration.

Results

Based on the findings, several conclusions were drawn:

1. The information-educational environment is a core factor in the continuous professional development of teachers.
2. Digital tools simplify professional learning and enhance teachers' methodological and technological skills.
3. International models (Finland, Singapore, South Korea, USA) provide valuable frameworks for improving teacher development in Uzbekistan.
4. Strengthening digital infrastructure and expanding online training programs are essential for modernizing the national CPD system.
5. Establishing professional learning communities and enhancing teachers' digital competencies significantly improves education quality.

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