Abstract. In this article to be discussed the issues regarding to the organizational-pedagogical stages, modeling of Distance Professional Development, the role and admissibility of Distance Learning in the process of eliminating existed problems in the system of Professional Development and integration of Distance Education into Traditional Professional Development in the age of Information Society. Together with this included brief information about the practical learning process concerning to the organizational-pedagogical stages.

Keywords: society, Information Society, Distance Education, Distance Learning, Distance Professional Development of Teachers, modeling, organizational-pedagogical stages, on-line activities, face-to-face sessions.

The systematic changes occurred in the contemporary society, the process of global information; constant development of information-communication technology realized its effect in all spheres of human activities.

As the society formed due to the natural needs of people for living in community, the specific features of the development of modern society specified with the process of Information, which has a global character.

In the process of Information society traditional activities used by people in the life transform the new forms. Such kind of transformation realistically appears in the development of Distance Education and its integration into the traditional teaching system.

By reviewing the articles and research works conducted by local and foreign scholars, we can say that there are different kinds of definitions to the terms used in the Distance Education field. For example, the scholars verified the System of Distance Education as a Pedagogic System in the new stage (Dzhuraev et al., 2011, p. 61; Tsoy, 2005, 2007 and 2008).

In the resources, Distance Education stated as:

– “the form of education organized with the help of the methods, techniques and means of Distance Teaching” (Begimqulov, 2007, p.269);
– “the form of education gained with the help of Distance teaching methods and means” (Abduqodirov and Pardaev, 2009, p.121);

As to Distance Learning:

– “It is the kind of education organized on the basis of Information and communication technology (computers, telecommunications, multimedia tools) accordingly to the relevant regulatory documents” (Begimqulov, 2007, p.269);
– “All or part of the training carried out on the basis of modern telecommunications and information technologies, in distance learning” (Dzhuraev, 2008, p. 73);
– “it is a communication between students and teachers in a certain distance from each other using the Internet or any other interactive technology and all the components of the educational process – purpose, content, organizational forms and teaching methods” (Taylaqov, 2006, p.254) and defined with other comments.

In the scope of tasks, the National Program of Personnel Training constantly improving professional skills of teachers, new approaches to this direction, and implementation effective forms of Professional Development indicated as a significant and important mission (National Program of Personnel Training of the Republic of Uzbekistan – a set of Legal documents of Uzbekistan, 2013, Volume 41, Article 543).
To improve Professional skills of teachers considered constantly updating their skills accordingly conducting educational courses with the help of information technology, teaching or training interactive methods, education and training tools to ensure high scientific and methodological level – to the types of Education and basing on the requirements of the State Educational Standards (State Requirements) provide continuous growth of their professional and pedagogical skills.

In the public education system exists two conflict situations which are opposite to each other: the first – to improve the skills of teachers is very important in the context of globalization as one of the important type of educational activity, the second – the current professional development education system and society, create the following range of problematic situations between the family, the school and a person:
- to achieve the periodical and continuous professional development;
- problems of personnel competence of the Professional Development Educational Institution;
- problems on developing the content of Professional Development based on the needs of the teachers;
- the issue of the negative impact of the Professional Development to the pedagogical process of school;
- the problems of occurrence the negative social relations;
- the problem of the high expenditures in the system of Professional Development.

To resolve this conflict in the public education system, it is very available introducing the new form of teaching – the use of the training opportunities of distance education. This is an education paradigm aimed at increasing knowledge and skills of teachers through independent and creative activities.

The introduction Distance form of Professional Development in the Public Education system, caused to change "face to face" traditions which is implemented keeping the essence and requirements of "direct form of Professional development". This change could be related to the following three directions regarding to their characteristics:

1) The direct impact to the participants (teachers) personal and professional activities:
   a) direct impact to the teachers personal character.
      - ease of use and efficiency: teachers have an opportunity of using learning materials in any convenient places for themselves, any time and quick search and find the necessary information and exchange them with others.
      - cost-effective: to reduce personal and family expenditures regarding to the process of Professional Development of teachers;
      - social equality: to provide equal condition to the teachers despite the distance of their place and work from the Professional development Institutions as well as their social conditions and relations, their duties before the family and public. Such kind of equality to improving professional skills to minimize the negative effect of professional development to the life style and family relations of teachers.
   b) the directly impact to the teachers' professional activities.
      - based on the needs: there is a possibility of individual choice in gaining education basing on the needs of teachers;
      - technological support: use of information and telecommunications technologies in gaining education, self-assessment and evaluation, to strengthen their knowledge, communication, operational processes;
      - un interacted activities in their work: to prevent the negative impact and disruptions of the activities directed to getting and giving qualified knowledge and skills and connecting them with the use in practical life;
      - application development or information technology and interactive teaching methods in the educational process on the updated and in-depth knowledge, skills and abilities, which are directly linked with the strengthening of the application, creates a learning environment.

2) The impact of Professional Development to the activities of the educational institution.
   - variativeness: appearance the opportunity of the basic needs of the customer and the variation depending on the requirements of curricula and syllabi and the development and introduction of the content;
   - coverage :created the conditions for the learners to improve the professional skills continuously in a timely manner on the basis of quantitative and qualitative unit;
   - savings: to be expected the reduction of the expenditures for updating the material-technical base and infrastructure, and staff salaries to additional personnel power, the resources in the organization of educational process, including multiplying and delivering;
– monitoring: appeared the new opportunities of collaboration with the regional authorities in the field of education through analysis of the quality of the educational process, the results of the participants activities, the gaps in the data, as well as the management of the educational process basing on the participants' interests, likes, needs and suggestions;
– continuity and periodicity: achieved periodicity of Professional development of teachers on a regular basis, even after the course with the help of delivered new educational materials in accordance with the applicable regulation;
– development: through using up to date modern equipment and technology achieved and realized the status "modern institution" and introduced a new form of acting as a teacher "tutor" action to be established;
3) The impact of the implementation of the priority aims of the state and society.
– socialization: formed suitable learning environment served to improve the social relations of the audience, their needs and conditions;
– savings: achieved to state-specific cost efficiency and it is expected to use the savings in the way to further development of the education sector;
– targeting: create conditions for fully implementation of the state and society education reforms, to realize the aim of establishing information society and all stated tasks.

The conditions created in the country as well as the attention of the public education system in the form of distance training of teachers to develop highly efficient manner based on scientific development and introduction of the contents, which is required to be given time.

The observations proved that it is not highly effective directly implementation of any kind of distance learning model existed in the world and use the ready template. Instead, it is necessary to develop and introduce the new, relevant model of Distance learning apt to the existing law and regulations of Uzbekistan, based on the effective and useful international practices in this area and socially support of teachers, improve their conditions on education and upbringing of the children.

The factors that influence the effectiveness of the Distance Professional Development system of teachers, defining its organizational and pedagogical stages will simplify the modeling of the whole process, that is according to the methodological principles and approaches modeling the whole process of the Distance Professional Development can be done separating it by the following organizational and pedagogical process:

\[ M_{DPP} = \sum \left\{ \{Mos\} \sum \{Mos_{1}...Mos_{i}\} \right\} \left[ \{Mps\} \sum \{Mps_{1}...Mps_{j}\} \right] \{x\} \left[ \{F\} \sum \{F_{1}...F_{k}\} \right] \{O\} \{Q\} \]

Here, \( M_{DPP} \) – model of distance training (DT),
\( \{Mos\} \) – a package of the organizational stage,
\( Mos_{i} \) – a package of the elements of \( i \) – early step of the organizational stage,
\( \{Mps\} \) – set of pedagogic stages,
\( Mps_{j} \) – a set of \( j \)-step elements of the pedagogical stages,
\( \{x\} \) – correlations and interaction of factors and packages,
\( F \) – the function of the system depicted its targeting and integrative features (a new feature)
\( O \) – additional factors.

Basing on the above-mentioned model of distance professional development can be outlined the introduction of the organizational-pedagogical stages of Distance Professional Development of teachers in the public education system.

Introduction of Distance Professional Development related to the following organizational directions and they considered its organizational stages: identification and selection; development, preparation; organization of the process; monitoring and analysis.

The pedagogical stages of introduction of distance professional development included the following steps: pedagogical supervision; the competency of the learner and adaptation; educational process; continuous methodological assistance.

The content of the parts of introduction stages of distance professional development, organizational lines, providing the link between the periodicals and the regulation principles, the content of its pedagogical stages, distance learning conditions consist of the essence of the educational process, which envisages the set of implementation guidelines, you can look at.
Today, each pedagogical-organizational step of the Distance Professional Development of teachers in the public education system organizes taking into consideration its establishment on the scientific proofs.

For example, the stages related to organizational process of learning organized in the Central In-Service and Retraining Institute of Public Education staff named after A. Avloni as following:

Distance learning process of teachers to be delivered by the Distance Education Development Center and Regional Distance Education Coordination Centers.

Distance professional development learning process organized according to the 3 + 1 scheme (75%, respectively - regardless of the place of residence, for 25% of conducted in the face-to-face mode in the Educational Institutions) total amount of 144 hours of Professional development allocated as 108 + 36 hours.

108 hours (2-4 hours per day) self-study activities give the learners an opportunity of studying handouts, training materials independently, doing the mid-term controls and participate on-line activities. Allocation of this activity as following:

- Studying learning materials (SLM) – 80%-85%;
- Complete mid-term controls (CMTC) – 5%-10%;
- To participate in on-line sessions (POS) – 5%-10%.

36-hour contact (face-to-face) session consists of one hour training session which lasts 80 minutes, one face-to-face session is composed of not more than 3 training sessions. The period such kind of face-to-face sessions indicated between each 10-15 days.

The duration of the distance learning process, allocation of learning hours model listed in the following table:

<table>
<thead>
<tr>
<th>Components</th>
<th>Weeks</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>DL SLM</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>CMTC</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>POS</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CS</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Total hours</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

During the course, the performance of learners assessed, basing on their activities prepared a Feedback by the Course organizers and tutors on the appropriate directions, according to this their participation defined in the final test to be defined. The learners of the Distance Professional development courses prepared their Qualification paper basing on the course category included the modules concerning to their specialization and at the end of the course they make a presentation as a final attestation. The learners who successfully completed the appropriate syllabi according to the requirements will get the State recognized certificate.

In conclusion we can say that the current system of distance learning technologies widely introduced to the teachers’ professional development system and increasing the number of modern approaches to the modeling. Above stated Distance Professional Development models ensure the effectiveness of professional development, providing its connection with practice and maximum individualization of training, education and teaching as well as pedagogical collaboration.

Teacher training is a prominent area where distance education has made a major contribution. This includes initial training for formal qualifications, in-service supplementary training for formal upgrading, and continuing in-service training in particular subjects.

Many examples show that teacher training at a distance may reach large groups of teachers and have profound impact on the efficiency of national education systems. Distance learning for teacher education has been proved as a crucial strategy when expansion, quality improvement or cost-effectiveness is needed in the public education system.

Thus, also in Uzbekistan, distance education might be introduced into the teacher training system in order to achieve the above mentioned purposes.
References

This paper has been presented at the International Conference “INTERDISCIPLINARY RESEARCH: NEW HORIZONS AT THE INTERSECTION OF SCIENCES” in Tokyo (July 22-25, 2015).