INTERNATIONAL MULTIDISCIPLINARY JOURNAL FOR RESEARCH & DEVELOPMENT
SJIF 2019: 5.222 2020: 5.552 2021: 5.637 2022:5.479 2023:6.563
eISSN 2394-6334 https://www.ijmrd.in/index.php/imjrd Volume 10, issue 11 (2023)

THE ROLE OF INFORMATION TECHNOLOGIES IN THE MONITORING OF TRAINING PROCESSES OF MANAGERS AND EDITORS AND THE IMPROVEMENT OF MECHANISMS FOR THE CONTINUOUS DEVELOPMENT OF PROFESSIONAL COMPETENCE

Axmedova Shoiraxon Bilalxanovna

Doctor of Philosophy in Pedagogical science, docent of the Andijan regional national center for training pedagogues in new methods, concrete and natural sciences of informatics and information technologies of the methodology department

Annotation: In the ever-evolving landscape of professional development, the role of information technologies (IT) has become increasingly prominent. This is particularly true in the context of monitoring training processes for managers and editors, where leveraging IT can significantly enhance the efficiency, effectiveness, and adaptability of continuous professional competence programs. This article explores the crucial role of information technologies in monitoring training processes and improving mechanisms for the continuous development of professional competence among managers and editors. Information technology is now used in daily operations of any business. IT has enabled an ease of doing business by managing overheads, regulating recruitment, dealing with market uncertainty, managing inventory, monitoring employee performance, dealing with employee grievances and so much more.

Key words: Professional competence programs, monitoring, information technologies, methodologies, challenges.

Introduction. In today's rapidly evolving professional landscape, the development of professional competency is crucial for managers and editors to stay relevant and effective in their roles. The dynamism of industries requires constant adaptation to new technologies, methodologies, and industry standards. To address these challenges, it is essential to establish robust mechanisms for continuous development and effective monitoring of training programs for managers and editors. Continuous development is a dynamic and ongoing process that ensures professionals are equipped with the latest knowledge and skills. For managers and editors, this involves staying abreast of industry trends, technological advancements, and evolving best practices. It also encompasses the development of soft skills such as leadership, communication, and critical thinking.

Tailored Training Programs: Designing training programs that are specifically tailored to the needs of managers and editors is essential. These programs should focus on both technical skills related to their industry and leadership skills necessary for effective management [1]. Utilizing E-Learning Platforms: Incorporating e-learning platforms allows for flexibility in training schedules and provides access to a wide range of resources. This approach is particularly beneficial for professionals with busy schedules who may find it challenging to attend traditional training sessions.

Mentorship Programs: Implementing mentorship programs facilitates knowledge transfer from experienced professionals to those newer in their roles. This fosters a culture of continuous learning within the organization.

Monitoring of Training Programs. Effective monitoring ensures that training programs are meeting their objectives and that professionals are acquiring the necessary skills and knowledge [2]. Monitoring mechanisms should be designed to be proactive, allowing for adjustments based

on feedback and evolving industry requirements. Regular Assessments: Implementing regular assessments, both during and after training programs, provides valuable insights into the effectiveness of the training. This can include quizzes, practical assignments, and evaluations by peers or mentors. Feedback Loops: Establishing feedback loops encourages open communication between trainers and trainees. It allows participants to express their opinions on the training content, format, and overall effectiveness.

Key Performance Indicators (KPIs): Defining KPIs for professional development helps measure the impact of training on the performance of managers and editors. These indicators could include project outcomes, leadership effectiveness, and adherence to industry standards. Adaptive Learning Models: Incorporating adaptive learning models allows for customization of training content based on individual progress and learning styles. This ensures that professionals receive targeted support where needed. Technology makes training more effective by providing personalized learning experiences. Artificial intelligence algorithms help analyses learner's progress and provide personalized recommendations for further learning.

Integrated Learning Management Systems (LMS). Information technologies, particularly Learning Management Systems (LMS), play a central role in the monitoring of training processes. LMS platforms provide a centralized hub for training materials, assessments, and progress tracking. Managers and editors can access courses, resources, and assessments conveniently, enabling them to monitor their own progress and allowing trainers to assess performance easily [3].

Data Analytics for Informed Decision-Making. The use of data analytics in training processes allows organizations to gain valuable insights into the effectiveness of programs. Analyzing data on participant engagement, assessment scores, and completion rates can provide feedback on the relevance of the content and identify areas for improvement. This data-driven approach ensures that training programs are continuously refined based on real-time feedback.

Virtual and Augmented Reality for Immersive Learning. Information technologies like virtual and augmented reality have revolutionized the training experience, especially in fields where practical skills are essential. Managers and editors can engage in immersive, hands-on training simulations, enhancing their skills in a risk-free environment [4]. This innovative approach ensures that training is not only effective but also engaging and memorable.

Online Collaboration Platforms. Information technologies facilitate seamless collaboration among professionals, even when geographically dispersed. Online collaboration platforms enable managers and editors to participate in virtual discussions, share insights, and collaborate on projects. This fosters a sense of community and encourages the exchange of ideas, contributing to continuous learning and development.

Mobile Learning Apps for Flexibility. The ubiquity of smartphones has given rise to mobile learning applications, providing managers and editors with the flexibility to engage in training activities anytime, anywhere. These apps offer bite-sized learning modules, quizzes, and interactive content, catering to diverse learning preferences and accommodating busy schedules.

AI-Powered Personalization. Artificial Intelligence (AI) is increasingly being integrated into training processes to personalize learning experiences [5]. AI algorithms analyze individual learning styles, preferences, and performance data to tailor training content. This ensures that managers and editors receive content that is relevant to their specific needs, optimizing the effectiveness of the training. Professional bodies included in this profile were characterized by

common features including (a) a liberal attitude towards what contributes to CPD, and (b) their view on monitoring and assessing records. They tended to focus on the personal and professional development of individual professionals.

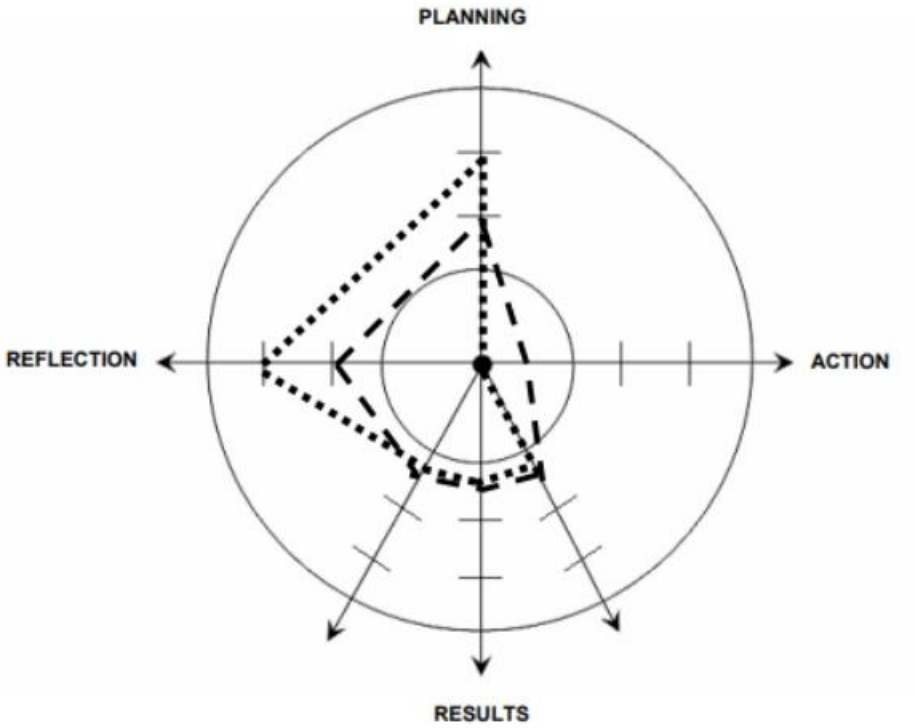

Figure 1. Initial Prototype Model

Professional development value, if achieved, will benefit society directly in the short term by improving professional services to clients. New techniques, adopted more quickly and with more clear connections to good professional practice, will benefit society by providing clients or patients with (a) new professional services, (b) improvements to existing services, or (c) services at a lower cost. Increased quality of professional services may less directly be expected to lead to reduced negative consequences of untreated problems, or increased positive consequences of healthier, more transparent, and more accountable financial records [6]. These indirect effects will benefit the economy by reducing the number of days off work and facilitating financial transactions. Registrants who are unsuccessful in their chosen option during this phase must enter "phase two" assessment, where they have the option to repeat the knowledge assessment or the portfolio, but in addition have the choice to undergo a practice audit or a practical exam [7]. These options are not available in the first instance due to their cost, and members who fail initially and must enter "phase two" are required to pay for these secondary assessment techniques. The learning and practice portfolio option is used for the mapping as it addresses all phases of the CPD cycle.

PLANNING	ACTION	RESULTS	REFLECTION
From the reflection phase, identify broad areas of focus for CPD. Next, define three Desired Practice Outcomes (DPOs) or goals, linking them to specific roles/ functions in the competency framework. Identify strategies to achieve these goals. Guidance notes and examples provided for each phase of the plan. DPOs are sent to the College for approval and feedback and can be continuously revised throughout the cycle.	Activities are documented and discussed in the results section	An evaluative narrative statement is written, examining how far objectives have been met and how. It is an open-ended prose exercise, but there is a checklist of questions that must be addressed, and clear criteria of what issues to include. Includes knowledge, skills and practice and client outcomes. At least two pieces of evidence must be produced to confirm the statement, one of which must be "direct" (the criteria for which are given). Audited by highly trained CPD auditors.	Complete a detailed self-assessment form, rating current abilities according to various competencies. Clear, structured, and directed form with scoring system. Review the summary of results and identify needs.

The continuous development of professional competency and effective monitoring of training programs are pivotal components of a successful organizational strategy. By investing in tailored training programs, leveraging technology, and implementing robust monitoring mechanisms, businesses can ensure that their managers and editors remain at the forefront of their industries. This not only benefits individual professionals in their career growth but also contributes to the overall success and innovation of the organization.

Conclusion. Information technologies have become indispensable tools in the realm of monitoring training processes for managers and editors and enhancing the mechanisms for continuous professional competence. The integration of advanced technologies not only streamlines training administration but also ensures that the content is adaptive, engaging, and aligned with the evolving needs of industries. As organizations continue to invest in IT solutions for professional development, the future promises a dynamic and tech-enabled approach to nurturing the skills and competencies of managers and editors.

References

1. Royal Pharmaceutical Society of Great Britain, (2006) "Continuing Professional Development: A Guide to Getting Started," London: var; 3 booklets, 1 examples sheet
2. Rutter, L. (2006) "Supporting Reflective, Practice-Based Learning and Assessment for Post Qualifying Social Work," Reflective Practice, 7:4, pp.469-482.

3. Metfessel, N.S., and Michael, W.B. "A paradigm involving multiple criterion measures for the evaluation of the effectiveness of school programs," Educational and Psychological Measurement 27, pp. 931-943.
4. Lockyer, J. M. et al. (2005) "Assessing Outcomes Through Congruence Of course Objectives and Reflective Work," The Journal of Continuing Education in the Health Professions, 25, pp.76-86. www3.interscience.wiley.com [accessed 21.05.07]
5. Suchodolski, B. "Lifelong Education at the Crossroads," in Cropley, A.J. (ed.) Lifelong Education: A Stocktaking, Hamburg, UIE Monograph, 8
6. Todd, F (ed.) Planning Continuing Professional Development, London, Croom Helm. www.pd-hoe2.org/2_1.htm [accessed 09.05.07].
7. Stufflebeam, D. L. (2001) "CIPP Evaluation Model Checklist," www.wmich.edu/evalctr/checklists [accessed 26.04.07].