

ELABORATING PEDAGOGICAL SKILLS OF SPECIALISTS IN TRAINING IN HIGHER INSTITUTIONS

BAZAROVA UMIDA KHUDAYNAZAROVNA

Teacher, Termez branch of Tashkent State Pedagogical University Named after Nizami

ABSTRACT

The review of theoretical work on the study of this problem shows that the activity can be considered a methodological principle in the study of psychological and pedagogical features of the interaction between teacher and student, teacher and student, as the action approach includes the most important components of spiritual, social, economic, production activities. , they consist of interacting and interacting - reconstructive, cognitive, value-oriented, and communicative forms.

KEYWORDS: goal, function, result, student, staff, production, professional competitiveness.

INTRODUCTION

The leading trends in the effective preparation of students for professional activity are:

- To make a decisive turn from mass, general education to an individual approach;
- Development of creative abilities of future specialists;
- Formation of students' analytical thinking, independence;
- Mandatory participation of students in research, development and invention;
- Approaching not only the teaching process, but also the real production of design and technological developments of students in laboratories, educational associations during the internship;
- Computerization of the technical training process;
- Introduction of a continuity approach to improving the process of education, training and retraining.

The latter principle is of particular interest because competitiveness is a systemic quality of the specialist personality. Therefore, the internal reform of educational activities in the education system is inevitably associated with the basic rules of the activity approach [2].

Activity is the basis for the development of everything related to this category. From the point of view of philosophical science, the concept of activity is characterized by the social form of the movement of matter, the way in which society and the individual exist and develop. Activity is always understood and has an invariable structure that includes goals, tools, processes, results [3].

In modern conditions, this is called a professional activity as a rule. In this activity, we highlight scientific knowledge, understanding of values or defined tasks, goal setting, goal setting in tactical and strategic plan, forecasting based on careful study, programming the activity process itself and its results in order to train competitive professionals.

MAIN PART

If such junctions do not exist, the training process loses its effectiveness. Thus, considering upbringing and teaching as a quality of joint activity of the teacher and the trainee, it shows that each participant in this process has its own characteristics: the role of the teacher is to teach, and the role of the learner is to learn. [4; 5]

The means of activity are such activities as work, communication, play (role play), reading, scientific activity (cognition).

Thus, the following pedagogical conclusions can be drawn:

- In order to improve the professional pedagogical training of students, it is necessary to study this problem theoretically and practically;
- Interaction, the content of the relationship between teachers and students should be based on the theory of activity, an active approach, which consists in the formation of the student as a competitive specialist, which takes place in the system of interactions with teachers and teaching aids.

The student's personality is complex. No less complicated is his formation as a specialist. A comprehensive approach is required to train a specialist. The specialist is formed during the activity. Therefore, in order to

organize and study the pedagogical process, it is necessary to take a comprehensive approach. Therefore, the integrated approach as a factor in optimizing the process of training specialists in the first stage to manage the process of adaptation of students to the education system, from their humanitarian training; and in the second stage, from the establishment of the bases that form the basis for the formation of the professional image of the specialist; In the third stage, the professional knowledge and skills of the student, the formation of professional specialization, their adaptation to the educational and production activities, the development of competitiveness will continue.

The specificity of the work carried out in the first stage with the general methods of getting to know students; in the second stage with methods characteristic of a broad professional orientation; the third stage consists of introducing students to specific professional methods related to a particular specialty, involving students in them [6]. In the second stage, the acquisition of management skills, the connection of theory with practice, the transfer of general skills to a specific subject of activity is carried out. In the third stage, the formation of professional orientation, competitiveness, independence in practical work is completed. Students develop professional values and priorities.

It is obvious that a comprehensive approach to the professional training of students, the organization of their learning activities with the involvement of all aspects of the individual is one of the most important factors in the formation of the graduate as a competitive specialist and at the same time improve the learning process.

The formation of a specialist in the "market type" involves the acquisition of economic knowledge, skills and abilities in a particular system. The modern graduate needs not only the knowledge itself, but also the knowledge associated with the formation of certain particular aspects of the specialist.

The solution of the task of training specialists with solid and deep structural knowledge is associated with the formation of a number of professional skills. In this regard, the ability of professionals to acquire new knowledge and to shape it into the desired system remains crucial.

Therefore, it is necessary to be able to find their direction and the necessary information in the current flow of socio-economic information, to be able to independently analyze the scientific and technical literature, to apply theoretical knowledge in practice.

Modern production requires:

- A specialist with comprehensive, extensive training;
- A specialist who has a research approach to their professional activities;
- A person with a professional orientation, which determines the active professional-cognitive and subject-practical activity.

The formation of these qualities requires the active activity of students with professional orientation, in connection with which there is a need to model the preparation of students for professional activity, as well as to develop a specialist model.

The expert model allows the educational institution to have a clear idea of who is being trained and why. In this regard, it is necessary to distinguish the tasks of the two groups facing the educational institution, the first group of which - to make a clear statement, description or description, and the second group - to show how to do it.

In this regard, it is necessary to distinguish between the "expert model" and the "specialist training process model".

The specialist model focuses on the study of the field of activity of graduates of the given professional direction in the educational institution, the interpretation of working conditions, the necessary knowledge and skills, skills and qualities of personal competitiveness.

The training model represents the learning process designed to ensure the preparation of graduates in accordance with the model of future activities of the specialist. It is considered as a dynamic system with pedagogical content and is described as a system with infinite variety of situations, relationships and connections that make up its components.

CONCLUSION

Summing up, in the course of their realization, the individual-typological peculiarities of the individual and the connection that exists in a particular system based on the principles of educational work in the educational institution as a result of their development are objectively manifested.

REFERENCES

- 1) Decree of the President of the Republic of Uzbekistan. On the Action Strategy for the further development of the Republic of Uzbekistan / Official publication / Ministry of Justice of the Republic of Uzbekistan. –Tashkent: «Adolat», 2017. - 112 p.
- 2) Avazov Sh., Muslimov N, Kosimov Sh., Khodiev U., Avazov E. Methods and technologies of practical vocational education in vocational colleges (in drawings, tables and pictures) Methodical manual. Tashkent: “NAVRO`Z”, 2014. -300 p.
- 3) National encyclopedia of Uzbekistan. Volume 3 Hydrophilia – Zebras. Editorial Board: M.Aminov, B.Akhmedov and others. T.: "National Encyclopedia of Uzbekistan" State Scientific Publishing House, 2002. –704 p
- 4) Kosimov Sh.U. Improving the methodological basis for the organization of practical vocational education in professional colleges // Doctor of Philosophy in Pedagogical Sciences diss ... - T.: KHTTIRPKMOvaUQTI, 2018. -167 p.
- 5) Muslimov N. Theoretical and methodological bases of professional formation of vocational education teacher / Ped. Fan. dokt diss. - T.: O'MKHTTKMOQTI, 2007. -315 p.