



## Modernization Of Professional Education Of Adequate Sociocultural Reality

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Journal Website:

<http://theamericanjournals.com/index.php/tajssei>

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### ABSTRACT

The article highlights the issues of modernization of vocational education, high rates of technical and technological innovation, the information society, the process of globalization, a new subject of the educational process, a competent model of training.

### KEYWORDS

Professional education, modernization, competency model, knowledge, technique and technology.

### INTRODUCTION

The novelty of the tasks facing professional education is determined by the novelty of the sociocultural reality and the specific conditions that characterize it:

- High rate of knowledge renewal in engineering and technology;
- Information society;

- Processes of globalization;
- A new subject of the educational process;
- Competence-based model of personnel training.

Understanding the systemic influence of these conditions on education will allow us to determine the direction of its improvement in accordance with the needs of the present and, which is especially important, to determine the direction of its adaptation to meet the needs of the future, perhaps without specifying what it is. Preliminarily, we will consider the named conditions one by one, and subsequently we will make an attempt to assess their synergistic effect.

The high speed and depth of large-scale changes in socio-cultural reality, technology and technology poses the problem of lifelong education as the most important for a modern specialist and the formation of a student's need for lifelong education as a pedagogical task.

An objectively existing information society is characterized by free access to information; new subject (information and knowledge) and tools (information and communication technologies). In the information society, new forms of social relations are established, leading to the formation of "collective intelligence" (thinking together and acting together).

A key trend in the information society is a decrease in the reliability of the use of once relevant knowledge, taking into account the dynamics of newly emerging knowledge. In addition, in these conditions, the influence of classroom forms of interaction between participants in the educational process on the formation of a student's personality and competencies is significantly reduced. The student receives education not only in

institutional forms, but uses an enriched information environment for this.

The foregoing allows us to assert that the goals, content and methods of traditional education focused on the transfer of "established knowledge" do not correspond to the essence and needs of the development of the information society.

Globalization is a significant condition of our time influencing the modernization of vocational education.

The analysis of the essence of the globalization process allows us to single out its levels:

- For an individual, it is the process of overcoming the alienation of the life of an individual from the life of the human race;
- For society: the formation and harmonization of a multidimensional and multidimensional world, the expansion and deepening of social ties in space and time.

At the same time, the pedagogical meaning of globalization lies in the fact that it liberates the individual, frees him from being tied to a certain environment, opens up unprecedented opportunities for choosing life strategies in the context of expanded educational diversity.

Simultaneously with the provision of equal opportunities for acquiring knowledge to the broad mass of the population, a new opportunity is being sought to build a high level of education - elite.

The main participant, subject of educational activities in modern higher education is the representative of the so-called. "Digital generation", which has features of personal and intellectual development.

Researchers note the characteristics of digital students:

- Creativity has decreased;
- Increased emotional discomfort;
- There was a need for screen stimulation of cognitive processes;
- "Clip" thinking;
- The volume of long-term memory has increased, the "throughput" of the RAM is higher;
- Increased excitability negatively affects concentration and concentration of attention, perseverance and patience;
- Non-linear technologies of educational activity.

It is important to note here that the above new conditions for the implementation of educational practice in their unity and interdependence do not allow using previously worked out approaches and require innovative solutions.

Modernization of vocational education, carried out in the context of the implementation of the State standard for vocational education and competence-based approach.

The competence-based approach, which has found its expression in the modernization of higher education in recent years, has received scientific substantiation in pedagogy, while in educational practice, the transition to competence as a result of education does not have proper formulation.

At the same time, it should be noted that the competence-based approach sets only the result of education, the achievement of which is carried out on a polyparadigmatic basis when solving various pedagogical tasks of

organizing and implementing the educational process. In particular, when determining the content of education in accordance with the requirements of the State Standard of Professional Education, a modular approach is used in its construction, the contextual-professional content of the tasks solved in training.

The problem of choosing educational technologies is solved on the basis of ensuring an active subject position of students, i.e. based on activity and personality-oriented approaches. An important component in the education of bachelors is natural science and fundamental training.

An analysis of the problems of introducing the State Educational Standard in terms of fundamental education revealed a number of contradictions between:

- The peculiarity of fundamental knowledge, which is, by definition, little-changed basic knowledge and the need to form the student's competence to solve problems in conditions of uncertainty, including those that have not yet been formulated today;
- An understanding of the essence of the bachelor's degree as general higher education, which forms the basis of special professional training in the corresponding direction and a significant limitation in the EPP of the labor intensity of fundamental disciplines in credit units and classroom studies;
- The need to transition to a graduate's competence model in the context of informatization and the lack of appropriate pedagogical support (the theory of learning in the context of an information resource), taking into account the specifics of the student as a representative of the digital generation.

Let's consider the possible ways of resolving the indicated contradictions.

Overcoming the “catch-up” nature of vocational education based on a strategy of advanced education is possible with the strengthening of fundamental knowledge that plays a system-forming role in the training of students, serves as the basis for their professional development, allows them to understand and quickly master new technologies, principles of operation of technical devices, new professional functions.

L.S. Vygotsky's idea of anticipatory learning: “learning should run ahead of development, accelerate it and cause new formations” within the framework of knowledge-based didactics was realized through advancing in time the program sequence and the timing of the study of certain topics. However, the idea of advanced learning contains a deeper meaning, noted, in particular, in the studies of B.M. Bim-Bada [1, 19], V.M. Zueva, P.N. Novikov [3], who believe that advanced education is focused on the development of “the ability of the individual to act in a mode of constant renewal of the existing state.”

From our point of view, advanced education in an enriched information environment should be focused on the formation of such a person who, due to his intellectual abilities and personal qualities, is able to identify, pose, and solve problems in non-standard conditions of uncertainty.

The formation of such a personality is facilitated by the implementation of the principle of “learning based on science” through strengthening the fundamental preparation of the current state of the scientific field, which is possible with the development of scientific research of teachers of graduating departments with departments of fundamental training with the participation of students.

The joint implementation of scientific research of the graduating departments and departments of fundamental training will allow not only to strengthen the profile component in the tasks of fundamental training on the content of developing scientific problems, but also to raise the level of use of fundamental knowledge in coursework and graduate works, strengthen the motivation of students to study the disciplines of the natural science cycle, make a fundamental continuous training.

The formation of students' ability to resolve problem situations in conditions of uncertainty occurs in such an organization of professional training, when the student is the subject of the educational process.

The student's subjective position determines the activity approach (K.A. Abulkhanova-Slavskaya, B.G. Ananiev, L.S.Vygotsky, etc.), which focuses on the priority of using active methods in organizing the subject-subject interaction of participants in the educational process. In other words, the preparation of a student for innovative professional activity is considered by us as an expansion of his intellectual capabilities through the formation of students' methods of creative activity in identifying and resolving problem situations in the process of studying fundamental disciplines.

Based on the understanding of bachelor's degree as a general higher education in the context of a significant reduction in classroom instruction, poor school preparation of modern students, the so-called integrative-basic approach [2, 71] makes it possible to build a methodological line of the content of education in the categorical logic of three dimensions: basic categories (definitions, models, phenomena), basic operations (actions) over basic categories and basic methods over categories and basic operations.

From the point of view of the competence-based approach, the assimilation of basic categories and operations forms the cognitive component of subject competence, which in the case of mathematical training is determined, in particular, by such concepts as function, derivative, integral, finding derivatives and calculating integrals, and basic methods serving as the basis for the formed professional competence, include methods of differential calculus for solving experimental problems, studying the behavior of functions, methods for solving nonlinear equations, methods of integral calculus for calculating geometric and physical characteristics of objects, numerical methods for solving engineering problems, methods of statistical analysis.

Thus, the organization of vocational education in modern conditions will be effective if a pedagogical strategy of enriching the content is used through its integration with the scientific field in solving professional problems, which makes it possible to implement advanced education; strategy of acceleration (intensification) by designing content based on the integrative-basic approach when orienting the methodological line: concept → operation → method when using problem teaching methods in the subject-subject interaction of participants in the educational process.

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