Methodological And Organizational Conditions In The Formation Of Professional Activity Of Students

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ABSTRACT

This article discusses methodological and organizational conditions in the formation of professional activity of students. Proponents of the integrated education system believe that the content of education, which is the basis for the general systematization of integration, depends on the scientific knowledge, which is secondary to the relationship, the structure of activities reflected in the systematization of general sciences, the structure of the individual.

KEYWORDS

Educational Process, Professional Competencies, Designer, Constructor, Researcher, Creator, Manager, Educational Technologies, Interactive Methods, Modern Information, Communication Technologies.

INTRODUCTION

The research envisages the implementation of vocational training of students in the field of vocational education in technical higher education institutions. According to the qualification requirements of the bachelor's degree program 5111000-Vocational Education (5430200 - Agricultural Electrification and Automation) developed by the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers in 2017 and approved

by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan as a basic higher education institution. The types of professional activities in the bachelor's degree program "Vocational Education (Agricultural Electrification and Automation)" are as follows:

- Research;
- Design and construction;
- Operation and maintenance;
- Technological production;
- Organizational and management;
- Pedagogical (in the system of general secondary and secondary special, vocational education).

THE MAIN RESULTS AND FINDINGS

Modern achievements in science, engineering and technology in the field, depending on the requirements of personnel customers, there may be additions and changes in the types of professional activities of bachelors.

Certain types of professional activities in which bachelors are trained are determined by the higher education system in collaboration with interested participants in the educational process.

According to the qualification requirements, only one of the six types of professional activities is pedagogical activity, i. e. this bachelor's degree can work as a professor in the system of general secondary and secondary special vocational education. But the other five careers are also in the field of engineering. This means that graduates of vocational education can not only carry out pedagogical activities, but also carry out professional activities in the five areas of engineering mentioned above.

From the point of view of our research, we chose the professional activity of Vocational Education (Agricultural Electrification and Automation) in the field of "Technological-Production" education. Thus, we improve the preparation of students in this area for pedagogical professional activity through independent study of students.

Therefore, first of all, the training of professors and teachers who teach students in the field of vocational education is important. This is because professors and teachers must be highly prepared to prepare students for professional activities, ie to widely introduce modern information and communication technologies in the educational process, to have professional competencies such as designer, constructor, researcher, creator, manager.

In this regard, the following subjects of the curriculum were selected to prepare students for pedagogical activities:

From the block of general professional sciences:

1. Methods of educational work;

2. Educational technologies;

3. Specialty elective science.

From the block of special sciences:

1. Automation of technological processes.

The application of an integrated education system to the educational process in the 1920s, teachers believed that it provided the best form of organization of the materials studied, allowing to establish dialectical connections between separate branches of knowledge. But in the mid-thirties, education theorists began to focus on the shortcomings of the system.

The integrative system of education suggests that it does not create the conditions for a solid and in-depth study of the basic sciences. Proponents of the integrated education system believe that the content of education, which is the basis for the general systematization of integration, depends on the scientific knowledge, which is secondary to the relationship, the structure of activities reflected in the systematization of general sciences, the structure of the individual.

According to E.B. Shoshtaeva, interdisciplinary integration is a process of reflecting the unique, continuous and integrated phenomena of their professional activity in terms of coordination of educational disciplines.

N.K. Chapaev defines interdisciplinary integration as a process of combining disciplines related to knowledge and technological problems.

In general, the preparation of students in the field of vocational education for pedagogical activities is carried out in the following integral sequence, ensuring interdisciplinary integration.

Ensuring interdisciplinary integration in the first stage of the implementation of the sequence of preparation for professional activity, which is carried out mainly through educational technologies, interactive methods, modern information and communication technologies. In the second stage, students' professional competencies (didactic, cognitive and creative motivation) are formed through the organization of independent education in general and specialized disciplines and the effective use of information and educational environment in its implementation. Finally, in the third stage, students are ready for pedagogical activity based on self-development.

In addition, one of the main tasks of the teacher is to increase the efficiency of the teaching process and the quality of education as a result of the establishment of independent learning of students, which depends on his ability to properly organize the teaching process. If the student has all the necessary conditions - learning materials, computer technology, automated software, etc., but its use is not well organized, the learning process is not properly organized, it is impossible to achieve high results. In any case, the teacher-student relationship plays an important role.

Student self-governance requires the development of its subjectivity, the development of collaborative collaboration between faculty and students aimed at co-managing the learning process and solving network interaction problems in an open environment.

The activity of the professor-teacher is carried out systematically, taking into account the quality of independent learning in the information-educational environment.

The activity of students in the organization and management of the independent learning process in any educational environment is under the direct supervision of the professor-teacher. Therefore, the organization and management of the educational process by the professor consists of the following stages:

1. Design or planning;

2. Organization;

3. Learning activities;

4. Evaluation and analysis of results.

In the professor-teacher activity, that is, at the planning stage, the calendar ends with the development of a topic or lesson plan. It takes

a long, serious creative activity to make plans, plan-summaries, or summaries. The professor-teacher must independently study the level of preparation of students, their learning opportunities, select the content of teaching materials, develop the form and method of teaching.

In the process of independent study, the professor should set opportunities for students to set learning tasks based on the topic studied and create them. In this case, the activity of students is the independent collection of information, which in turn is a process of strengthening behavior, skills and abilities, the improvement of existing knowledge on the basis of independent perception, study, practice and certain experiences.

There are learning activities of learning that are carried out according to a set goal. Learning activities are reflected in all stages of the organization of the educational process. Actions occur in external (observable) and internal (non-observable) appearance.

Subject actions for external learning activities (writing, drawing, conducting experiments); perceptual actions (listening, thinking, observing, feeling) and the use of speech.

Internal, that is, mnemonic (Greek "mnemonic" - the culture of remembering) actions include the action of remembering, organizing and organizing material, imagination and thinking.

Evaluation and analysis of results are an integral part of learning activities. In the learning process, students' self-monitoring, self-assessment, and self-analysis are shaped by the teacher's teaching efforts. These activities help to involve students in monitoring the activities of their peers, the organization of mutual control, mutual evaluation and analysis of the results of their activities on the basis of established criteria.

The activity of the teacher in the educational process and the effectiveness of the lesson depends on its effective organization. A lesson that is not well planned, not well thought out, hastily designed, and does not match the capabilities of the students cannot be of good quality. The development of activities that organize the educational process, ensuring the achievement of the highest final result, ensures the effectiveness of the lesson. There are two components to "lesson effectiveness": lesson preparation and lesson skills.

Preparation for a lesson is the development of a whole set of activities, while choosing the educational process that will ensure the end result.

The following three stages are important in preparing a teacher for a lesson based on a particular subject: identification, i.e., diagnosis, prediction, i.e. prediction; design, i.e. planning. In this case, it is assumed that the professor has a good knowledge of the material, can think freely in the field of their subject. He keeps a folder or educational complex (complex) on his personal topic, collects the latest information in the field of science in which he teaches, collects problem questions and assignments, test materials. In general, in order to teach a successful lesson, the professor must have mastered the practical and teaching materials with confidence.

Careful preparation for the lesson leads to the "adaptation" of educational information to the capabilities of the class or group of students, the assessment and selection of favorable conditions (forms) for the organization of high-performance learning and teamwork. In order to choose a reasonable form of teaching, it is

necessary to plan the training session strictly. It should be based on a lesson preparation algorithm (set of rules), consistent measures to ensure that all important factors and circumstances are taken into account.

The lesson preparation algorithm, i.e. the implementation of a set of rules, begins with the identification of certain conditions, i.e., diagnosis.

Identification (diagnostics or diagnosis) is the process of designing educational work by "revealing" all the situations in the classroom - the ability of students, the motives of their activities and behavior, the needs and desires of the level of training, interests and skills, the nature of the learning material, its practical significance, the structure of the lesson, as well as how to spend all the time in the learning process - time spent on repetition (activation) of basic knowledge, learning, consolidation and systematization of new information, knowledge, skills and mistakes characterized by analysis.

This phase concludes with the creation of a diagnostic map of the lesson that clearly illustrates the impact of the factors that determine the effectiveness of the training.

Thus, in the diagnosis of preparation for the lesson, the professor-teacher clarifies all the conditions under which the didactic process takes place, defines its goals and results. In the diagnosis of a professor-teacher, students' ability to acquire knowledge, their activities and behavior, motives, needs and abilities, interests and abilities, level of knowledge, control and correction of knowledge, skills and abilities are reflected.

Modern technology of clearly stating the purpose and outcome of the lesson helps to quantify the effectiveness of the course in the

following ways. The formation of the volume of knowledge (skills and competencies) that is the original goal of the course is assumed to be 100%. Obstacles to it naturally reduce this indicator, the magnitude of losses (it is determined by a special method) and it is deducted from the ideal result, thus determining the exact indicator of the effectiveness of the lesson in the form thought by the educator (scheme). If this indicator satisfies the teacher, he / she will move on to planning the final stage of preparation for the lesson. If you are not satisfied, you will have to look for a more perfect (scheme) form of lesson organization through factors that can be changed.

The term "design" has entered the theory of pedagogy from the field of technology, which means planning. Designing (planning) is the final stage of preparation for the lesson, which ends with the development of a program to manage student learning, ie it is a short and clear, freely structured document, in which the professor notes the role of managing the educational process. when to ask, where to cause a problem, how to move on to the next stage of the lesson is an activity that allows you to define the form in which the learning process will be restructured, i.e. change, when pre-determined difficulties arise, with a clear, clear definition of management impact in the traditional lesson plan. At the same time, the more thoughtful and careful the management, the higher the efficiency.

Management of the educational process is based primarily on the knowledge of students: their level of readiness, capabilities, upbringing, development is achieved on the basis of diagnosis. Without knowing the physical characteristics and mental development of students, their level of mental and moral upbringing, conditions, etc., it is impossible to set the right goal and choose the

means to achieve it: diagnosis, forecasting, design, development are the main tasks of the training of professors in any educational work.

In the second stage of the educational process, the professor performs organizational, informational, supervisory, evaluative and modifying functions.

Pedagogical design allows the rational use of all components of the educational process, including the intellectual potential of the professor. The theory of pedagogy serves as the basis of pedagogical design.

In general, the center of the educational process integrates its participants, goals, objectives, content, methods, forms of organization, tools, and it is designed (planned) for the development of students as a result of direct interaction of participants.

Auxiliary processes of the quality management system of independent learning of students in the information-educational environment are aimed at preparing students and professors to work in it, ensuring more efficient operation of the main processes of the system. The result of the implementation of the main processes of the system is characterized by an increase in the quality of independent learning of students: the process of self-government ends with the growth of the student's readiness for independent learning in an open environment and in any field of activity; indirect pedagogical management process - by assessing the quality of student independent learning and witnessing the achievement of planned results; the process of co-management ends with students being satisfied with the organization of independent learning as an educational service.

The organization of independent education of students involves the performance of a

number of management functions by the professor:

1. Planning learning objectives.
2. Identify emerging competencies.
3. Determine the content and types of tasks to be performed.
4. Develop a calendar-theme plan.
5. Methodological support - development of methodical materials and technological maps.
6. Differentiation of tasks by complexity, search for quality e-learning and information resources.
7. Technological organization - the transfer of methodological materials in electronic form and filling the environment with them.
8. Creating individual learning trajectories and feedback elements.
9. Update methodological materials and links to information resources.
10. Coordination of joint activities - coordination of interactive learning dialogue and online monitoring of work progress.
11. Expanding the spatial and temporal boundaries of interaction.
12. Outcome control - the establishment of qualitative and quantitative criteria for the evaluation of work, types of reports, forms and timing of control, the development of a system for informing students about their achievements and mistakes.

CONCLUSION

In conclusion, the professional nature of teacher-teacher training is reflected in the methodological (provides independent planning and methodological supplementation), educational-organizational (provides its technological organization in the information environment), expert (results-oriented) components and sectoral

cooperation component (provides coordination of joint activities).

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