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Methodology Of Vocational Training And Pedagogical Practice As The Main Factors In The Preparation Of A Future Teacher Of Vocational Training

Fazilat Fayazova

Senior Lecturer Of The Department Of Social Sciences, Pedagogy And Professional Education, National Institute Of Arts And Design Named After Kamaliddin Behzod, Uzbekistan

ABSTRACT

The question of professional preparation of future specialists and their professional preparation opens up in this article. Pedagogical practice as basic factor of forming of future teacher of trade education. And also value of object "methodology of the vocational training" in forming of specialist, and also in passing of pedagogical practice in the field of trade education.

KEYWORDS

Trade education, methodology of trade education, pedagogical practice, specialist, teacher of trade education, professional forming.

INTRODUCTION

The modern pedagogical system is aimed at educating real specialists who not only love their specialty, but also know all the subtleties of their profession. This is especially important in the field of education. It is no secret that the strong teachers can form competitive

specialists. The system of higher professional education is aimed at developing practical knowledge, skills and abilities of future specialists. "Vocational training methodology" and pedagogical practice are two main factors influencing the development of

professionalism and shaping practical experience in the professional field.

THE MAIN RESULTS AND FINDINGS

The vocational training methodology is the most important part of the training of teachers of higher education. Pedagogical practice is one of the main factors in the development of professional thinking and the formation of professionally important qualities of a future specialist.

To understand the phrase "vocational training methodology" let us consider the semantics of the words included in it.

The definition of "methodology" in the literature is interpreted as the science of teaching methods; a set of methods of teaching something [1]; a section of pedagogy that considers methods of teaching subjects, educating someone [2]; the field of pedagogical science, which studies the laws of teaching a certain subject [3]; a specific embodiment of the method [4]; description of specific techniques and methods of pedagogical activity in individual educational processes [5]; the doctrine of the methods and pedagogical goals of the presentation of this science, etc.

We will here adhere to the definition of "methodology" given in. In our opinion, it most fully reflects the semantics of this concept.

Professional - related to professionalism; that fully meets the requirements of this production, this field of activity.

Definition of the term "training" - the basis of training is knowledge, skills and abilities in a particular area of knowledge and professional activities of a specialist. In view of the above, we will give a definition.

The vocational training methodology is a pedagogical guidance designed to manage the process of mastering systemic professional knowledge in this area of activity on the basis of joint emotional and intellectual interaction between the teacher and students, taking into account their age characteristics, mental capabilities, as well as technical, psychological, pedagogical and ergonomic support.

Possession of methodological knowledge ensures the effective professional activity of the teacher. They are closely related to the techniques and methods of this activity, as well as to the individual-typological characteristics of the teacher, the level of his competence, life and pedagogical experience and intuition. Characterizing these foundations, it can be stated that the choice of methodology should follow from the very essence of the discipline. Additionally, it should be based on the study of the development history of the relevant branch of knowledge, determined by the mission of the educational institution, based on modern achievements in the field of philosophy of education, pedagogy, psychology, sociology and other sciences, on a comprehensive knowledge of the intellectual capabilities of students, their age characteristics and on that, how these features manifest themselves in the given specific conditions. The chosen methodology should provide quality educational services and take into account the needs of society and the labor market.

The following questions dominate in the vocational training methodology in a specific academic discipline: how to teach? which training tools transform learning content into knowledge, skills and abilities of students? How to monitor the success of students' cognitive activity?

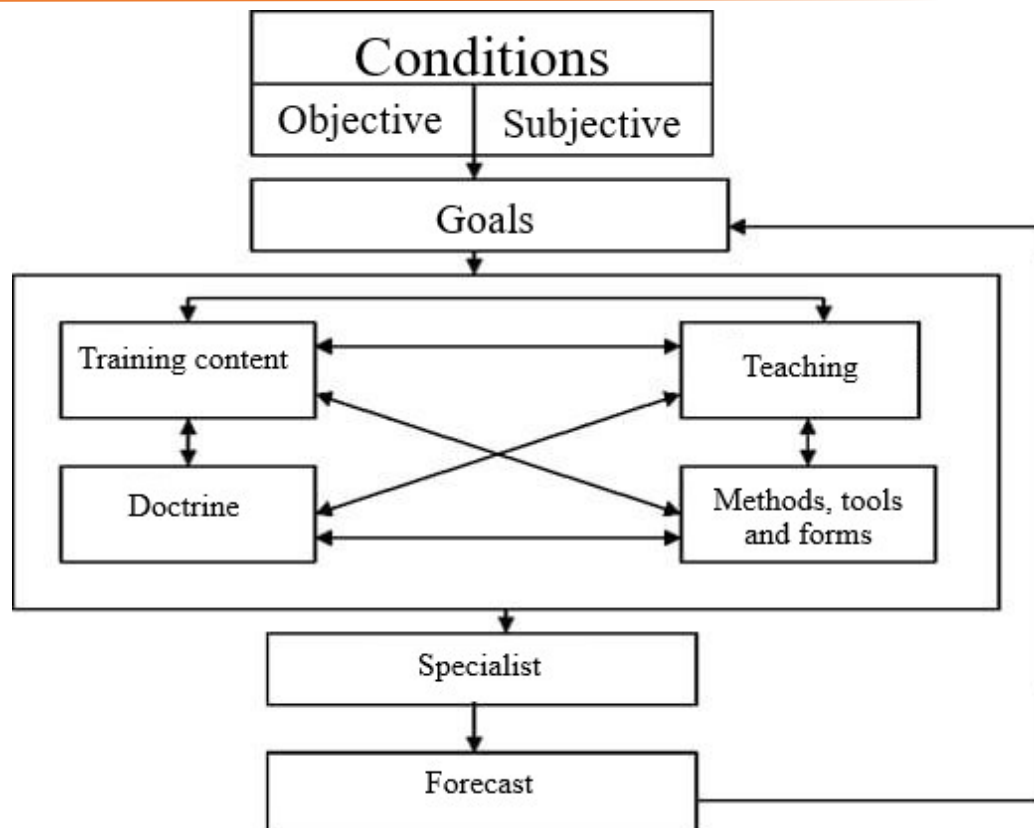
The vocational training methodology reflects the upbringing, educational and developmental functions of education, on the basis of the study of objective regular relationships between the content of training, teaching and learning, develops regulatory requirements for their content.

Pedagogical practice is an integral type of students' research work, which is an obligatory component of higher professional education. The basis for successful teaching and research practice can be the knowledge gained in the course "Vocational training methodology". It is the methodological activity, the methodology of teaching the discipline that reveal the individual abilities and skills of the future teacher.

Pedagogical practice is aimed at the formation and development of professional skills of a teacher of higher education, mastering the basics of pedagogical skills and abilities of independent teaching and educational activities. The main idea of the practice, which should be provided by its content, is the formation of skills related to pedagogical

activities, including the functions of design, construction and organization of the educational process. The types of student activity in the process of passing the internship involve the formation and development of strategic thinking, vision of the situation, and the ability to lead a group of people.

Pedagogical practice is the main element of professional education. In the process of professional education, the student not only gets acquainted with the profession, but also acquires knowledge and skills that are important in future professional activities. Also it helps them to develop gradually and form as a specialist. An important role is played by special subjects that form the substantial basis of vocational education, as well as the methods and techniques of their teaching. The training sessions in special subjects give them the opportunity to reveal their abilities, personally develop and set professional goals for themselves.



In order to carry out the program of teaching practice, the student must have knowledge of pedagogy and technology of vocational training, psychology of adult learning. Including the knowledge that is received during the classroom on the discipline of the "Vocational training methodology". This type of practice equips students with the necessary experience of professional and pedagogical activity and presupposes mastering the following professional and pedagogical knowledge and skills.

CONCLUSION

As a result of passing pedagogical practice, the student must know the chosen subject area of research, forms, methods, teaching techniques aimed at effectively achieving the educational goals of the lesson; active teaching methods,

technologies for the development of the student's personality; topical succession, types of activities, selection of educational material. Additionally the student must be able to: didactically transform the results of modern scientific research in order to use them in the educational process; independently design, implement, evaluate and adjust the educational process; use modern innovations in the process of vocational training; prepare and conduct training sessions on the instructions of the head of the practice, visit and analyze the classes of experienced teachers and colleagues; to formulate and solve tasks arising in the course of pedagogical activity; to work effectively as part of a research team.

Pedagogical practice serves as an object of scientific study and a source of pedagogical knowledge, as well as a criterion that confirms or refutes the truth of scientific conclusions.

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