



SCIENTIFIC AND PEDAGOGICAL BASES OF PREPARATION OF STUDENTS FOR DEVELOPMENT OF SOCIAL ACTIVITY IN THE PROCESS OF PROFESSIONAL AND PEDAGOGICAL EDUCATION

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ABSTRACT

The article examines the scientific and pedagogical foundations of preparing students for the development of social activity in the process of vocational education. For the full implementation of the “National Model of Personnel Training” of the Republic of Uzbekistan, created on the basis of the “National Program of Personnel Training”, the goal can be achieved only by combining the components of the national model: individual, state and society, continuing education, science and industry. Indeed, the goal can be achieved only if the state and society act as a guarantor of the functioning and development of the training system, as a means of coordinating the activities of educational institutions for the training of highly qualified and competitive specialists.

KEYWORDS: *methodological knowledge, psychological and pedagogical, socio-cultural values, intellectual ability, economic, environmental, cultural, mental and physical labor.*

INTRODUCTION

In particular, the Cabinet of Ministers of January 5, 1998 No. 203 “On the organization of general secondary education”, May 13, 1998 No. 204 “On the organization of secondary special, vocational education” and October 4, 2001 “On secondary education. Resolutions No. 400 “On measures to improve the system of teacher training for special, vocational education institutions”, No. 25 of February 16, 2006 “On further improvement of the system of retraining and advanced training of teachers”.

As a practical implementation of these decisions, as noted above, the training of engineers and teachers for secondary special, vocational education institutions, which are the middle link of the system of continuing education, has opened vocational education at all higher education institutions. The following basic principles are based on the professional and methodological training of future teachers of higher education in higher education institutions, which are:

- Humanization of professional and methodological training of future teachers of vocational education;
- From the point of view of professional activity and technological approach to the formation and development of the creative personality of the

future teacher of kab in the conditions of development of modern information technologies on the basis of systematic, pedagogical integration;

- Equip future vocational education teachers with methodological knowledge, as well as methodological knowledge;

- Expanding and deepening the structure and content of the methodological system of training future teachers of vocational education.

Nowadays, the task of higher education teachers is to train professional staff capable of forming professional knowledge, practical skills and abilities, finding solutions to problems with a creative approach to education, drawing socially active, independent opinion-based conclusions, and actively participating in production processes.

Socio-pedagogical and theoretical-methodological bases of development of secondary special, vocational education in Uzbekistan studied by H.F. Rashidov.

U.I. Inoyatov scientifically substantiated the theoretical and organizational-methodological bases of quality control and management of education in vocational education institutions.

THE MAIN FINDINGS AND RESULTS

The fundamental research of B. Mirzakhmedov and KT Olimov studied the



theoretical and practical aspects of the creation of textbooks for vocational education. In this fundamental research, the concept of creating a new generation of educational and methodological literature for the process of teacher training in vocational education is scientifically based, and scientific and methodological recommendations for improving the quality of the educational process are given.

Based on the above, the state educational standards to improve the quality and effectiveness of professional training based on the development of social activity of students in the process of vocational education. One of the main tasks is to pay attention to the complex of pedagogical integration (integrative approach, integration of theoretical and practical knowledge, integration of professional and specialized knowledge, interdisciplinary integration, integration of science, education and development) in improving the structure and consistency of curricula and programs and their professional preparation. we have determined.

The study provides a comprehensive analysis of vocational education curricula and programs as a normative and methodological basis for the training of future vocational education teachers, as the social activity of students in the process of vocational pedagogical education is considered to improve the professional training of future vocational education teachers on the basis of pedagogical integration.

Based on the analysis, it was found that the creation of an integrated system of pedagogical knowledge in the formation of professional skills, general (psychological and pedagogical), professional knowledge, skills and competencies, the formation of the teacher is based on the following:

- be able to achieve personal activity with a holistic view of the content and objectives of professional and pedagogical activity, the problems to be solved in this process and the difficulties that may arise;
- Orientation of general (pedagogical and psychological) knowledge not to the traditional system, but to the integrative structure and content determined by the specifics of vocational education;
- The student's personality, his interests and conscious thinking, the desire to constantly enrich their knowledge, skills, abilities, integrative knowledge;
- level of education (in terms of spiritual, moral, physical, labor, etc.);
- socialization (readiness to organize active professional and social activities, to continue education, to adopt social and valuable rules);
- culture (ability to accept socio-cultural values, intellectual ability, economic,

environmental, cultural, mental and physical labor culture and behavior) is determined by the fact that professional training is improved on the basis of comprehensive pedagogical integration.

O.K. Tolipov notes the importance of mastering the following professional and pedagogical skills in the professional formation of future teachers of labor education:

1. Students' personality formation skills.
2. Skills of formation of educational and professional activity of students.
3. Ability to choose forms and methods of education.
4. Skills to form a person's professional orientation.
5. Pedagogical and directing skills.
6. Skills in the analysis of various non-standard pedagogical situations.
7. Skills of generalization of advanced pedagogical experience.
8. Engineering-technical (general engineering, design-technical, organizational-technological and special) skills.

Achieving a high level of professional training of future teachers of vocational education on the basis of pedagogical integration requires the following:

- The degree of improvement of the professional training of future teachers of vocational education is closely related to the effectiveness of the integrative pedagogical system, which reflects the general essence of the process organized in this direction;
- Appropriate development of organizational management of processes that ensure the improvement of professional training of future teachers of vocational education;
- Reflexive management guarantees the achievement of the goal of improving the professional training of future teachers of vocational education on the basis of pedagogical integration. Reflexive management requires maximum consideration of the characteristics of the process, which is organized for a specific purpose, as well as the coordination of each effect with the laws manifested in its content.

In organizing the process of improving the professional training of future teachers of vocational education on the basis of pedagogical integration, it is important to identify the basic laws that determine its components, levels, general organizational framework, content, form and methods.

In the theory and practice of pedagogical activity there are general requirements for the definition of criteria, their justification. While these criteria reflect the basic laws of personality formation, they ensure that quantitative changes in education translate into qualitative changes.



Criteria for determining the nature of the pedagogical system, which will improve the preparation of future teachers for professional activity on the basis of pedagogical integration, are expressed using a number of quality indicators, the definition of which allows to speak about the importance of this criterion; secondly, the criteria should be able to reflect the change in the measured quality indicator over time, the socio-cultural environment and the development of the student's personality; third, the criteria should cover as much as possible all aspects of pedagogical activity.

Criteria for improving the level of preparation for professional activity on the basis of pedagogical integration determine the content of the research subject and its methodological basis.

The analysis of scientific work on pedagogical methodology showed that there are different approaches to the concept of "methodology", as well as "pedagogical methodology". The diversity of approaches is reflected in the definition of the concept of "methodology" and the interpretation of its subject.

In order to improve the professional training of future teachers of vocational education on the basis of pedagogical integration, it is necessary to establish a sequence of mutual teaching of general (psychological and pedagogical) disciplines in the curriculum, interaction with specialty disciplines. In teaching these subjects, too, professors need to have a clear and deep understanding of their methodological significance.

Undoubtedly, an integrated approach to the teaching of general (psychological and pedagogical) and specialty subjects is possible.

If we think about the design of education on the basis of an integrative approach (pedagogical integration), it consists of the systematic design of the educational process and the definition of learning objectives, the choice of educational content. For this:

- selection of one or more theoretical approaches to the selection of educational content;
- analysis of the professional activity of the specialist;
- identification of professional skills and competencies that the trainee must have;
- It is necessary to determine the system of theoretical knowledge that forms and provides the basis of professional skills.

Traditional methods, tools and forms of teaching influence the choice of educational content in improving the preparation of future vocational education teachers for professional activities on the basis of pedagogical integration. The possibility of using many and specific types of methods and tools of education is related to the following:

- formation of modern engineering thinking;
- to create a basis for the development of creative abilities of students;
- Ensuring the competitiveness of the future specialist.

Thus, the choice of the content and means of vocational education requires a different approach to other areas of education.

Integrative design of the system, in our opinion, involves three main stages.

The first (strategic) stage involves the design, creation and implementation of the following sequence of activities:

- Formulation of the initial strategic goal of assessing the integrative nature and objectives of the education system and its new capabilities, taking into account the comprehensive diagnosis of the education system;
- identification of the object and subject of the integrative process of education;
- analysis and evaluation of existing educational tools;
- formation of methods and projects aimed at creating problematic situations;
- development of preliminary projects;
- select and record the latest strategy.

The second (establishment) phase includes the following:

- organization of integrative design of educational process;
- Development of criteria and levels of pedagogical integration, which determine the importance of the implementation of an integrative project of the educational process;

The third (adaptation) phase analyzes the following:

- Identify the source of methods used in the process of pedagogical design;
- Indication of the necessary measures in the implementation of the pedagogical project;
- Development of a sequence of practical actions for the implementation of the project in pedagogical practice;
- Development of measures to assess the quality and effectiveness of the adopted solutions [Kulieva Sh.H.].

As defined in the Law of the Republic of Uzbekistan "On Education" and the "National Training Program", developed in accordance with the requirements of world development, the process of training future teachers of vocational education depends on high universal and professional culture, creative and social activity, socio-political life. aimed at forming a new generation of personnel capable of independently choosing the right path, promoting and implementing future tasks.



In the process of preparing future vocational teachers for professional activity, we understand a set of different activities, such as acquainting them with the goals and objectives of the future process, features, conditions, professional specialties, information about different professions, providing the right career choice. Part of such training is also the acquisition by teachers of vocational education of the characteristics of the professional process, knowledge of the origin and historical development of professions, general professional activity and the acquisition of basic practical skills and competencies of professional activities.

At the beginning of our study, the requirements for a future teacher of vocational education in modern education were studied before developing the possibility of applying an integrated approach to the process of training vocational education teachers in higher education institutions.

As stated in the National Training Program, there are strict requirements for the profession of "Teacher of Vocational Education", which provides for work in secondary special, vocational education institutions. These requirements have been thoroughly studied and justified by educators and psychologists. The most important requirement for the teaching profession is that it has high qualifications and pedagogical skills.

Also, according to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated October 4, 2001 No 400 "On measures to improve the system of teacher training for secondary special, vocational education institutions", a teacher of vocational education must meet the following requirements:

- be able to correctly assess the political, social and economic development of society;
- possess the standards of formation of the future specialist necessary for the society in a certain period of development;
- love of pedagogical activity;
- have special knowledge in their field;
- be intelligent;
- have a pedagogical sense;
- striving for high maturity;
- have a high level of general culture and morals;
- be able to form professional knowledge, skills and abilities in students;
- have a thorough knowledge of the features of professional activity and be able to determine the content of education;
- Mastery of pedagogical and information technologies.

The main task of the teacher is to teach, to manage the process of formation of skills, to guide the way of learning, not teaching; it is not about educating, but about leading the process of educating.

The main purpose of training teachers of vocational education is the formation of a system of professional skills, specialization and general (psychological and pedagogical) knowledge in the field of engineering and pedagogical activities, as well as the future teacher of vocational education. The ultimate goal is not only to emphasize the ability of the future teacher of vocational education to solve existing problems, but also to direct it to the solution of promising problems of universal development and training of engineers and teachers.

The main goals of the professional formation of a future vocational education teacher are as follows:

- In the professional and pedagogical training of future teachers of vocational education, the main attention is paid to the formation on the basis of teaching aids, the content of pedagogical activity and the individual capabilities of the student;
- is able to achieve personal activity with a holistic view of the content, objectives of professional and pedagogical activity, the problems to be solved in this process and the difficulties that may arise;
- Psychological and pedagogical training of future teachers of vocational education has a clear purpose, ie the structure and content of pedagogical and psychological knowledge, which is determined by the specifics of the vocational education organized in the educational institution;
- The expected and achievable results of future professional education from the professional and pedagogical activity of the teacher, the student's personality, his orientation (students, interests, values, work, consciousness, reasons); level of education (knowledge, skills, aspirations and skills to constantly enrich their skills);
- state of upbringing (spiritual, aesthetic, physical, labor, etc.); socialization (readiness to organize active professional and social activities, to continue education, to adopt social and value rules);
- culture (ability to accept socio-cultural values, intellectual, economic, environmental, cultural, mental and physical labor culture, the content and behavior of relationships).
[N.A.Muslimov]

CONCLUSION

In short, based on the above requirements, the highest level of expected outcomes is the teacher's professional qualification.

The objectives of the system of professional training on the basis of a systematic and integrated approach should cover the requirements for a modern teacher, first of all, the requirements for his readiness to solve problems at all stages of social, professional and individual life and activity.



Specialization training is a set of independent thinking skills of a student, consisting of elements of logical, methodological and social activities related to the specific objects studied, the ability to see the goal, plan activities, analyze its content, reflection, personal assessment of activities, and skills enters.

Block of specialty sciences:

- to form an idea of the main achievements, problems and prospects of their development in the relevant areas of professional activity in the field of undergraduate education;

- formation of special knowledge, professional skills and training in the relevant field of undergraduate education;

- Introduction to specific professional and scientific areas of specialization, the characteristics of professional activity, priorities, qualification requirements and the basic skills that need to be acquired;

- development of career-oriented requirements, socio-cultural qualities, qualities specific to the specialty (professional orientation, knowledge, professional competence);

Additional science block

- to meet the needs of students for additional in-depth knowledge of undergraduate education;

- Ensuring competitiveness in the labor market and accelerating the development of educational services;

- to choose the right strategy and tactics of professional activity, to ensure the stability of the professional point of view;

- ensure the mobilization and flexibility of curricula and subject programs in the field of undergraduate education in the context of rapidly changing requirements for the quality of education and the labor market.

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