



METHODOLOGICAL APPROACHES AND THEIR VALUE IN TEACHING SPECIALTIES

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ANNOTATION

Today, all higher education institutions are increasingly using the distance learning system. The advantage of this function is that it does not require distance and time, in other words, it can be done according to the wishes and desires of the user. Distance education in its broadest sense is an opportunity for distance learning using modern technologies, in which information and communication technologies and the Internet play a key role.

KEY WORDS: *interactive, audio, video, internet forum, alternative, interactive, competence.*

INTRODUCTION

In our country, theoretical and practical work is underway to increase spirituality, improve the national education system, strengthen the national base, bring it to world standards through modernization.

Currently, in the process of improving the education system, much attention is paid to the training of mature, versatile, independent, strong-willed, purposeful and proactive personnel. In this regard, completely new rules have been introduced for the types of training. A regulatory and legal framework has been created for training and reforming the lifelong education system.

The laws on education and the National Program for Personnel Training set the task of training highly qualified personnel in the continuous education system, instilling in them a scientific worldview, a creative approach to work, and the formation of high labor discipline [1,2].

Solving these problems means training highly qualified, competitive personnel who are able to use new methods and technologies in the education system.

The renewal of production technologies, the transformation of scientific discoveries and technologies into a direct productive force requires that teachers of natural sciences in higher educational institutions independently and regularly deepen, update, supplement and expand their knowledge [3].

Curricula and scientific programs today need to be coordinated in vocational schools and higher educational institutions. The development of curricula for specialized disciplines in accordance

with the requirements of the time, from simple to complex, the creation of additional educational and didactic materials on each topic will help develop students' theoretical knowledge, practical skills and abilities.

The creation and implementation of a new generation of textbooks in the educational process that meet the requirements of modern education, in order to create sufficient knowledge and skills for students of specialized disciplines is a modern requirement [4].

FEATURES OF THE SPECIALTY

An important condition for improving the professional training of personnel in modern socio-economic conditions is the organization of the education system based on the achievements of modern science, technology and technology.

One of the urgent tasks of the education system today is the widespread use of modern pedagogical technologies and achievements in teaching, their introduction into the education system and the application of the experience of developed countries in the education system of our country.

The quality of training qualified specialists in educational institutions is largely determined by the effective teaching of specialized subjects [5, 6]. The fact that the study of special disciplines is more practical and closer to production shows that it differs from general education. Industrial practices are interconnected with specialties. The choice of teaching methods and the setting of learning objectives in special disciplines also require specificity. One of the leading components of the



specialty is "Methodology of work". Therefore, it is necessary to conduct an in-depth didactic analysis when creating textbooks in specialties and when determining the content of training, organizing the educational process, choosing effective teaching methods.

Specialization disciplines cover specific areas of production, including processes that directly provide in-depth, comprehensive knowledge that reflects the characteristics of a particular specialty and the development of related skills and competencies.

Such disciplines include various sectors of the national economy: agriculture, industrial enterprises, mechanical engineering, transport, communications, folk crafts, culture and art, etc. Sciences that directly demonstrate their specific properties, including their parts.

The introduction of advanced technologies, new technologies and scientific advances in production, the development of not only individual sectors of the economy, but all sectors (construction, mechanical engineering, agriculture, industry, communications, services, etc.) and management, organization, and the economy [7].

Therefore, changes and innovations in technology and technology require from each specialist a broad outlook and deep knowledge, as well as the ability to perform a variety of tasks.

The content of the specialty should correspond to the description of a specific area or specialty, that is, it should include the methods of activity that the student is engaged in in the profession. In order to form students' vocational-polytechnic and vocational-technical concepts, it is necessary to adhere to the polytechnic principle in determining the content of the specialty. Professional polytechnic concepts include: the structure of equipment and structures in a specific industry, the basics of operation and design, production technology, automation of technological processes, the scientific foundations of organizing professional activities, economic factors of labor activity in the industry and soon. If a student needs to study many types of machines and equipment, basics of their calculation, design, repair or technological processes in the subject of specialization, then the educational material should include a sample from the field. Designs of machines and equipment, operating procedures or schematic diagrams for the implementation of existing technological processes, on the basis of which students should be able to discover the features of modern designs of machines and technological processes [8].

RESEARCH METHODS USED IN TEACHING SPECIAL SUBJECTS

The theoretical method is the study and analysis of literature, as well as research based on

pedagogical experience. Literature is based on books and journals, articles and patents, scientific developments, collections and catalogs, as well as information from the Internet.

Tracking - commonly used to monitor student learning through natural observation, to record changes in their behavior and attitudes, and to identify appropriate educational interventions.

The method of communication is a type of survey that requires serious preparation of the researcher, since it is used in the form of oral conversation in direct contact with a person, in the form of free communication without recording the answers of the interlocutor [9].

The pedagogical research method is the process by which the researcher obtains information from others about any aspect or event of the pedagogical experience. A question implies a logically thought-out system of questions, their clear wording and a relatively small number (3-5). It may also require a definite answer ("yes", "no").

Testing method is a method of collecting written responses in bulk. Test development (questionnaires) is a complex scientific process. Ultimately, the reliability of the survey results depends on the content of the questionnaires, the form of the asked questions, the number of completed questionnaires. Usually, the test question data is structured in such a way that it allows the computer to work with mathematical statistics.

The experiment-verification method - on the basis of this experience, determine the process of applying scientific hypotheses or practical work related to the educational process.

The method of analysis and statistics - in the field of education, including the constant growth of allocated funds, textbooks and teaching aids, equipment, visual aids, didactic materials, teacher training, construction of educational institutions, etc. Contracts and their proceeds are determined statistically [10].

Methods of Mathematics and Cybernetics - Translation from one language to another using computational mathematics and cybernetics machines in theory, practice of teaching, program learning and machine control, enhancing learning, evaluating processes such as improving learning efficiency, differentiated and individualized learning.

PRINCIPLES OF TEACHING SPECIAL SUBJECTS

Teaching principles are the basic rules for teaching theory that a teacher must follow when organizing the educational process.

There is a set of learning principles in education that includes

- i. Beginning;



- ii. The principle of communication between theory and practice in teaching;
- iii. The principle of the exhibition;
- iv. The principle of the educational nature of training;
- v. Scientific principle;
- vi. The principle of systematic and consistent learning;
- vii. The principle of comprehensibility of teaching;
- viii. Principle of using samples;
- ix. The principle of taking into account the individual characteristics of students;
- x. The principle of sustainability of knowledge, skills and competencies;
- xi. The principle of didactic reduction;
- xii. Awareness and activity of students in learning.

It is recommended that you adhere to these principles when teaching special subjects.

Principle of activity - A student learns well and masters when he acts independently. Therefore, the educational process should be organized in such a way that the student is more active.

Students should actively participate in each lesson as the student learns to do something more consciously, and this knowledge is increasingly ingrained in their memory. As a result, the student learns better and deeper, remembers and becomes more interested. Some skills, such as independence and individual learning, can only be achieved this way. For this, the teacher must have very good methodological skills and abilities.

Practice is an important part of student practice. Based on the theoretical knowledge gained, they develop work skills and competencies in their chosen field. At the same time, theoretical knowledge is supplemented and concretized.

The educational exhibition - the visualization of teaching confirms that students can consciously assimilate knowledge and form scientific ideas and concepts only if they have a certain emotional and practical experience directly related to the perception of the studied processes, objects and events. This principle requires the use of various senses in the learning process: sight, hearing, touch, and so on. The more fully the subject is perceived, the fuller and deeper its knowledge will be by the students [11].

The principle of using examples is that the teacher should always try to choose good examples to explain the content of the educational material. A good model, typical examples from practice, both good and bad products clearly show what the quality of the expected result will be or not.

The principle of didactic reduction - the educational material can be reduced to the required amount, so that the student assimilated knowledge at

a high level. If the volume of educational material is very large, it is necessary to choose the parts that are directly related to the specialty and science. General and complex tasks should always be simplified didactically, but the meaning should not be changed. Therefore, if it is necessary to convey only basic knowledge, it is important to explain the material as simply as possible and not to disturb the student with too much material. An experienced teacher can explain complex processes in simple words.

CONCLUSION

In conclusion, we note that the role of methodological support in the acquisition of in-depth knowledge and skills in the field of specialization in each area is very high. When preparing a mature specialist, it is necessary to use innovative pedagogical technologies for each specialty; in a sense, it is incorrect to conclude that a natural science teacher prepares mature professionals in their field, since the teacher has a high level of methodological knowledge and skills. ... only if he has the ability to synthesize methods for the subject of each passing subject, this subject will be mastered by the student at a high level, and the expected result will contribute to his development.

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