

Contents And Structures Of The Professional Training Program In Higher Education

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Annotation: Providing Close Cooperation Between Vocational Education And Production, Improving The Quality Of Vocational Education, And Continuous Improvement Of The Educational Process Is An Urgent Task For Reforming The System Of Professional Education, Training Personnel Capable Of Actively And Effectively Participating In The Process Of Its Sustainable Growth And Modernization. In The Lesson Of Preparation For The Profession, Students Acquire The Skills, Abilities, Competencies And Competences Of Interdependence. From A Pedagogical Point Of View, Competence - Is Interpreted As A Combination Of The Knowledge, Skills And Experience Of Individuals With Certain Social And Professional Status To The Extent Of The Complexity Of The Tasks And Problems They Perform. Suitable For The Competence Approach We Are Considering Are The “Competence” And “Jurisdiction”, Which Differ In Each Other. The Article Describes The Objectives Of Continuous Improvement, Effectiveness And Adaptation Of The Content Of Professional Education, As Well As The Components Of Practical Professional Education.

Key Words: Competence, Professional Training, Professional Qualification, Pedagogy, Approaches, Aptitude, Educational Progress.

Creating A System Of Professional Education In The World Is A Priority For Sustainable Development That Promotes Harmonious Environmental, Economic And Social Development Of Nature And Society. In Particular, World Pedagogy, Theory And Practice Of Professional Training, Is One Of The Important Factors Of Sustainable Development, With The Aim Of Creating A New Personality With A High Level Of Technical And Technological Thinking And High Professional Training.

In The Global System Of Education, Models Of The Usa, Uk, France, Germany, Japan, South Korea, Russia Are Widely Used. These Models Provide Universalization Training Based On Humanization, Nature (Greening) And High Technology (Fundamentalization) And Is Characterized By A Fundamental Enhancement Of Not Only Theoretical But Practical Training. Among The Top Priorities Are The Training Of Personnel In Accordance With The International Labor Market And Qualification Requirements, Integration Of Professional Education With Science And Production, The Integration Of Theoretical And Practical Professional Education, And Innovative Organization Of Practical Training For Future Professionals (Usa - Technical, Junior Colleges Ba

Community Colleges; Great Britain - Program Nvq (National Vocational Qualifications) Ba Program Gnvq (General National Vocational Qualifications).

In Our Country, Attention Is Paid To The Practical Training Of Future Professionals, But There Are Serious Shortcomings In Pedagogical Practice Due To The Fact That The Methodology Of Applied Professional Training, Its Methodological And Methodological Aspects Are Not Theoretically Grounded, No Concrete Practical Recommendations Are Developed. Practical Professional Training Is A Series Of Pedagogical Dialogues Or Methodological (Technological) Actions Performed Using Visual, Audiovisual Or Audiovisual Didactic Means To Apply A Particular Method Of Practical Professional Training, With Serious Contradictions Between Its Content And The Process Of Its Implementation.

In The Process Of Further Reforming, Sustainable Growth And Modernization Of The Country's Economy Envisaged By The Action Plan On Further Development Of The Republic Of Uzbekistan "Training Of Highly Qualified Personnel In Line With Modern Labor Market Needs", Radical Improvement Of The System Of General Secondary, Secondary Special And Professional Education , Active Use Of Innovative Ideas, Technologies And Developments In The Educational Process For The Purpose Of Training Of Capable And Effective Personnel; Ensuring Close Cooperation Between Professional Education And Production, Bond, Development And Implementation Of Measures To Improve The Quality Of Professional Education, Continuous Improvement Of The Educational Process; Continuous Improvement Of The Structure And Content Of Educational Programs, Ensuring Their Effectiveness And Adaptation Within The General Methodology Of Education, As Well As The Priority Objectives Set Out In Other Regulations On Practical Professional Education [1;P - 25].

The Basis Of The Professional Education Process Is The Interdependent Professional Knowledge, Skills, And Competences Provided By Teachers And Practice Leaders In The Professional Education Process And Mastered By Students In The Professional Learning Process [2; P - 22].

“Knowledge Is The Information That People Generate About The Phenomena Of Nature And Society, The Reflection Of Reality In Human Thinking” [3]; Knowledge Is A System Of Concepts Learned About Theoretical, Practical And Applied Activities That Are Remembered, Accepted, And Taken Into Account [4; P - 4]. This Also Applies In The General Sense To The Notion Of “Professional Knowledge”.

Professional Education - The Information Necessary For The Professional Activity Of A Specialist; The Result Of Professional Cognitive Activity Of The Student In The Lesson Of Professional Education Is The Acquisition, Systematization And Consolidation Of The Concepts And Concepts Of Professional Laws, Laws And Methods Of Work.

“Aptitude - Is The Ability Of A Person To Carry Out A Particular Activity Or Action Based On Past Experience” [5; P - 182].

Professional Aptitude - The Ability Of A Specialist To Apply The Acquired Knowledge In His Or Her Work In Non-Standard, Unusual And Complex Situations; The Process And The Result Of Consciously Executing His / Her Professional Activities With A Quick, Economical, Correct, Less Physical And Mental Effort. In Other Words, A Professional Skill Is A Way Of Performing Practical Actions Based On The Professional Knowledge That A Specialist Has; Ability To Focus On Working Conditions, Use Necessary Techniques And Readiness To Take Action To Solve Tasks. Professional Skills Can Be Classified Into The Following Levels: 1) Elementary Skills; 2) Intermediate Skills; 3) Complete Skills. “Qualification Is A Profession That Is Acquired Through Good Work” [6; P - 419].

Professional Qualification - The Ability Of A Junior Specialist To Carry Out Specific Professional Activities; Automation Of Individual Components Of Professional Activity; A Way Of Working That Has Become A Habit As A Result Of The Repeated Repetition And Training Of Professional Skills. The Higher The Level Of Automation, The Higher The Qualification.

Professionalism Is The Acquisition Of A Certain Type Of Professional Activity At A High And Ever-Increasing Level, Characterized By The Quality Of Work, High Labor Productivity, Professional Independence, The Culture Of Work And Creative Attitude To Work.

No Matter What Profession He Is In, He Is Hardly Able To Achieve His Goals. Therefore, Future Professionals Are Paying Much Attention To Developing The Basics Of Professionalism. The Enthusiastic, Well-Educated, Highly Intelligent Specialists Will Make A Significant Contribution To The More Intensive Development Of The Production In Our Country.

Professional Competence Is The Knowledge, Skills, Qualifications, Set Of Views, Values And Qualities Of A Person, The Ability To Display Or Influence The Qualifications. Its Constituents Include: Acquiring Knowledge Of Their Specialty; Work On Your Own; Ability To Plan, Evaluate And Re-Establish Business Processes; Motivation Of Students; Knowledge Of Modern Technologies; Innovate In The Business Process; Excellent Knowledge Of Technological Operations, Etc.

Over The Last 10 Years, The Notions Of "Competence" And "Jurisdiction" Have Become More Common. Consequently, A Competent Approach To Education Is Noted, First Of All, As A Result Of The Ever-Increasing Tendency Of European And Even Global Integration, Globalization Of The World Economy And, In Particular, The Integration Of Professional Education On The Basis Of Copenhagen And Balona.

First Of All It Is Necessary To Clarify The Essence Of The Categories That Define The Meaning Of "Competence" And "Jurisdiction" And Answer The Following Questions:

1. How Does A Competent Approach Differ From A Science-Based Approach To Knowledge, Skills And Competencies?

2. What Changes Should Be Made To The Organization Of The Learning Process (Its Forms And Methods) To Help Identify And Reveal The Competence Of Learners?

The Word "Competence" (Its Roots Are Latin *Competens* - That Is, Compliant) Has Two Meanings In Its Semantics:

- 1) Profound Knowledge;
- 2) Competent, Aware Of News In A Particular Area.

In Pedagogy, The Word Competence (Latin *Competere* - Achievement, Conformity) Is Defined As The Range Of Issues That The Individual Possesses, Experience, And Is Enshrined In Job Descriptions Or Other Normative Documents.

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There Are Two Options For Interpreting The Proportions Of The Terms “Competence” And ‘Competens’: They Are Either Identified Or Differentiated. Under The First Option, “Competence” And “Competens” Are Defined As Follows:

- “1. Knowing Something Is Good And Effective.
2. Compliance With Job Requirements.
3. Ability To Perform Specific Job Duties”.

In This Case, The Term “Competence” Is Often Used To Describe It. In The Context Of Such Identification, It Is Noted That The Practical Orientation Of The Competence Approach Is Much Broader – “Competence Is An Area Of Relationship Between Knowledge And Action In Human Practice.”

The Second Option Of Interpreting The Proportions Of “Competence”, Competence- Is To Use Competencies As A System That Influences The Use Of Thinking, Knowledge, Skills, And Abilities, As Well As The Processes That Underlie Human Experience.

The Notions Of "Competence" And " Jurisdiction " And The Term "Competence" Were Widely Used In The Middle Of The 20th Century.

Competence As A Scientific Category Has Been Applied To Professional Education Since The 1990s And Has Been The Subject Of Special Comprehensive Research. At The Same Time, Professional Competence Refers To The Integral Nature Of A Small Professional, That Is, A Set Of Knowledge, Skills, And Abilities That Determine The Effectiveness Of Work, A Set Of Professional Qualities Of A Professional, Theoretical And Practical Preparation For Work.

Thus, The Term “Competence” Refers To Skills, Competencies, Abilities, And Skills That Are Closer To The Meaning Of “I Knew” Than To “I Know”. Consequently, A Competency-Based Approach To Teaching Emphasizes, First And Foremost, Practical Aspects Of Teaching, Enhances The Practical Orientation Of Teaching. At The Same Time, The Approach Based On The Notion Of “Competence”, Including Personal Qualities (Motivation, Ethical Norms, Etc.), Are More Broadly Defined In A Manner Comparable To The Humanistic Values Of Education.

Clearly, Competence Includes Not Only The Learning Outcomes - Knowledge, Skills And Competencies, But Also The Need-Motivation Field And The Focus On The Values Of The Individual, Its Ethical, Social And Behavioral Constituents.

The Globalization Of The Economy, The Integration Process In The Field Of Vocational Education In Europe Has Set The Issue Of Key Competencies That Graduates Of All Levels Of Education Must Possess In Order To Succeed. In His Report To The Council Of Europe (Bern, 1996), V. Hutmacher Outlines Five Major Competencies That Young Europeans Should Be Equipped With:

(A) Political And Social Competences, Such As The Ability To Assume Responsibility, Participate In Group Decision-Making, To Resolve Conflicts Without Resorting To Violence, To Support And Improve Democratic Institutions;

B) Intercultural Competences Related To Life In A Multicultural Society: The Ability To Accept Differences, Respect Others, Live With People Of Other Cultures, Languages And Religions, And Inability To Manifest Racism And Xenophobia;

C) Communicative Competences Such As Mastering Of Oral And Written Communications, Knowledge And Possession Of More Than One Language Of Communication;

D) Informational Competence - The Ability To Master Modern Information Technologies, To Understand Their Strengths And Weaknesses, To Critically React To Information And Advertising Distributed By The Media.

E) Continuing Education Competence, Such As Lifelong Learning Ability As A Basis For Continuous Learning In The Context Of Both Personal And Social Life [8].

Obviously, These Important Competencies Are The Most Common And Widespread Meaning Of Human-Professional Adequacy In The Modern Society.

According To M.A. Belyakova (2002) Provides Evidence Of The Emergence Of Professional Competence And Personal Qualities Such As Independence, Initiative, Community, Career Aspirations, And Many Others As The Most Serious Factors Affecting The Employment Of Young Professionals At Present [10].

The Professional Competence Of A Modern Junior Specialist Is Determined By The Ability To Perform Specific Job Duties That Combine Highly Technical And Specialized Knowledge And Highly Skilled Work Methods Of A "Broad-Based" Employee. From The Foregoing Considerations And Definitions, We Can Say That Competence Is A Range Of Issues, Knowledge And Experience That A Person Should Be Well Aware Of It. A Person Who Is Competent In A Particular Area Will Have The Knowledge And Ability To Act Effectively In That Area.

Thus, The Competence Includes A Set Of Interrelated Qualities (Knowledge, Aptitude, Qualification And Methods Of Action) That Are Assigned To A Particular Subject And A Set Of Processes And Are Necessary For A Quality, Productive Activity [9].

All The Great And Important Things Around Us Are Created By The Work Of Experts. The Opinion Expressed In The Expert's Work Is Determined By Its Culture And The Level Of Its Moral Intellect.

The Young Specialist Of The 21st Century Must Be A Spiritually And Morally Modern Person With The Following Essential Professional Qualities:

1. Professional Stability And Professional Confidence As Determined By The Level Of Knowledge And Skills.

2. Expert's Perspective, That Is, The Ability To Gain A New Understanding Of The Object And The World, The Ability To Understand The Situation In Science And Practice.

3. The Ability Of The Expert To Be Able To Think Quickly, To Redefine Ways And Methods Of Thinking Due To Changes In Science, Technology And Social Practice (Life).

4. Communication And Mobility – The Ability To Work Individually, Both In A Group And In A Team Environment.

5. Fundamentals That Is The Knowledge Of The Basic Theoretical Blocks Determined At The Object Of Their Profession.

6. High Ethics, Professional Culture.

7. Personal Hygiene, Healthy Lifestyle And Nutrition.

The Process Of Professional Education Consists Of Two Interconnected Components:

Professional And Pedagogical Activity Of The Teacher;

Students' Professional Activity

Professional And Pedagogical Activity Of The Teacher (Practice Leader) Is Carried Out On An Unique Single Algorithm, Including:

- Analyzing The Initial Situation, Identify And Set The Goals Of Professional Education;

- Planning Educational And Professional Activities And Selecting The Content And Means Of The New Material Of Studying;

- Carrying Out The Operations, Organizing The Students' Professional Activity;
- Establish Feedback, Oversee And Correct The Work On The Full Assimilation Of Material;
- Analyze And Evaluate Students' Professional Knowledge Results.

Students' Professional Cognitive Activity Requires A Combination Of Emotional Cognition, Theoretical Thinking And Practical Activities, And Includes The Following Components:

- Analyze Their Level Of Primary Practical Education;
- To Understand And Accept The Goals And Objectives Of Professional Education;
- Planning And Organizing Educational Activities;
- To Independently Analyze And Control Their Professional Activity;
- Independently Analyze And Evaluate The Results Of Their Activities.

In This Process The Teacher Not Only Teaches The Students, But Also Nurtures Them. From This Point Of View, Professional And Pedagogical Activity Is A Key Factor In Determining The Effectiveness Of The Process Of Professional Education.

Educational Function – Formation Of Students' Professional Knowledge, Skills And Abilities, Improvement Of Their Level Of Professional Education. In General, Formation Of Experience Of Successful Implementation Of Their Future Professional Activity;

Upbringing Function - Formation Of The Professional Orientation Of The Student, The Need For Professional Work, Positive Motivation For Work, Tendency And Interest In Professional Activity. Nurturing An Individual's Important Professional Qualities, Such As Independence, Making A Decision Skill, Creative Approach To Each Job, Constant Learning Skills, Ability To Collaborate, Social And Professional Responsibility;

Developmental Function Is To Develop The Emotional, Intellectual And Psychological Potential Of The Student, To Develop Skills, To Predict Their Professional Growth.

The Process Of Professional Education Is A Holistic Pedagogical Phenomenon, With All Its Components Interconnected: The Goals Of Education Are Reflected In The Content Of Education; And The Content Of Education Determines The Methods, Forms And Means Of Implementing It.

In Practice, The Process Of Professional Education Is Periodic In Nature, And Each Of Its Didactic Periods Is A Functional System Which Based On The Interaction Between The Teacher And The Student.

The Following Features Of The Aforementioned Professional Education Process Have Been Identified:

- 1) Orientation Of Students To Acquisition Of Specific Professions And Specialties;
- 2) Orientation To Students To Develop Practical Skills;
- 3) Teachers Of Special Disciplines And Managers Of Practice Are Simultaneously Considered As Students, Teachers And Educators Of Professional Education;
- 4) As A Part Of Educational Process Professional Education Has Specific Purposes And Objectives, As Well As Content, Means, Methods And Forms As Part Of The Educational Process;
- 5) An Important Means Of Professional Education Is Production Which Solves The Problems Of Professional Education;
- 6) Availability And Unity Of Education In Specially Created (Including Modeled) And Production Settings.

The Theoretical Foundations Of Professional Education Are Based On A Number Of Principles: Humanism And Democratization; Professional-Polytechnic Orientation According To Modern Production Requirements; Linking Theory With Practical Labor, Theory To Practice; Professional Agility; Depletion (Variability); Awareness, Activity And Motivation; Accessibility And Instruction; Professional Competence; Purposefulness, Consistency, Consistency Of Education, Etc [11].

These Principles Serve To Define The Goals And Objectives Of Professional Education, Enable Proper Organization Of The Process Of Professional Education, And Enhance The Pedagogical And Methodological Skills Of Teachers.

From The Analysis Of The Principles Of Professional Education And The Peculiarities Of The Process Of Professional Education, It Is Clear That Practical Orientation Of Professional Education And Its Connection With Production Has A Special Role. In This Regard, The Process Of Integrated Professional Education In Professional Colleges Has Two Aspects: Theoretical And Practical.

The Learning Process In General Is A Holistic System Such As "Purpose - Teacher Activity - The Content, Methods, Forms And Means Of Learning - Student Activity - Result" Includes The Following Components:

- 1) Target Component - Reflects The Understanding Of The Teachers And Students Of The Purpose And Objectives Of The Study Of The Subject Or Its Sections And Topics;
- 2) Encouraging And Motivating Component - The Teacher Is Expected To Take Actions Aimed At Motivating Students To Solve Specific Tasks;
- 3) The Content Component Is Defined By The Curriculum, Syllabus And Textbooks On A Particular Subject;
- 4) Process-Active Component - Fully Reflects Teacher's Teaching And Learning Activities As A Cohesive Process And Is Implemented Through Appropriate Methods, Tools And Forms Of Education Organization;
- 5) Control And Regulatory Component - Envisages The Implementation By The Teacher Of The Relevant Learning Objectives And The Correctness Of The Students' Learning Activities, The Correctness Of The Answers Received And Performed By Oral, Written, Laboratory Work, Surveys, Tests And Examinations;
- 6) Evaluation-Effective Component - The Teacher's Assessment And Analysis Of Student Achievement In The Learning Process.

Any Workflow, Any Type Of Activity, Has A Complex Hierarchical Structure (Gradual Subordination Of The Lower Parts To The Upper Ones). Often The Following Hierarchical Levels Are Distinguished: Operation - Method - Behavior. Therefore, The Ability To Perform Certain Types Of Activities Cannot Be Associated With Any Other Level Of The Hierarchy And The Rest. In Other Words, The Ability To Perform Certain Types Of Activities Is Formed Only When All Subordinate Skills, Such As "Operation, Method And Behavior," Are Mastered.

As A Matter Of Fact, This Hierarchical Approach Does Not Provide A Basis For The Individual's Ability To Carry Out The Labor Process. For Example, There Is No Justification For Describing A Person's Ability To Perform A Job Operation As A Qualification And An Ability To Do The Job As A Skill.

We Rely On The Opinion Of Most Expert Scientists And Understand Competence As A Level Of Skill Formation, That Is, A Category Related To The Notion Of Qualifications.

It Should Be Noted That There Are Some Differences Between The Concept Of "Qualification" And "Professional Skill", Qualification Is A Category Of Psychology, And Professional Skill Refers To The Theory And Practice Of Labor Processes. Thus, The Professional Skills Can Be Divided Into Primary, Intermediate And Advanced (Mastery) Levels In Terms Of Their Formation. At The Final Level, Automated Professional Skills Are

Qualification. Also, Professionalism Is A High Level Of Professionalism And The Full Range Of Qualifications [7; P 60].

After Reviewing The Points Of Pedagogical Scholars: V.A.Skakun, A.S.Belkin, N.E.Erganova, R.H.Juraev, H.Rashidov, N.Muslimov And Others We Can Conclude The Following Criteria:

- 1) Quality Of Educational And Labor Activity;
- 2) High Labor Productivity;
- 3) Acquesting Rational Methods Of Work;
- 4) Mastering Of New Methods Of Labor;
- 5) Technical Culture;
- 6) Labor Independence;
- 7) Creative Approach To Work;
- 8) Labor Culture;
- 9) Economic And Environmental Feasibility Of Labor Activity [7; P - 61].

Practical Professional Education Is A Practical Learning Process Aimed At Developing The Basics Of Professional Skills, Qualifications, Mental And Physical Activities.

The Basics Of Professional Skills For Future Professionals Are Formed In The Process Of Practical Professional Education, Which Requires Engineers And Teachers And Practitioners To Create And Implement A Highly Effective, Professional Organizational And Methodological Model Of Professional Training.

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