The process of general vocational training of future vocational teachers

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Abstract:
The article comprehensively considers the content of the process of general professional training of future vocational education teachers. The purpose of the educational process, changes in curricula and syllabus, as well as ensuring the quality of their content eliminates duplication in the teaching process, there is an opportunity to rationally include elements of research and research laboratory work in the educational process. Most importantly, it allows to strengthen the integrative and fundamental nature of educational activities and practical training in the context of training competitive professionals, its connection with practical activities and life.

KEY WORDS: profession, vocational training, educational activity, practice, practical training, general professional process, module, system, system approach, integrative.

1. Introduction
Socio-economic conditionality as a conceptual basis of general vocational training developed for future vocational education teachers; consistency and integration of educational content at different stages and levels of teaching; is the multifunctionality of general education subjects.

The integration of elements of the educational process ensures the general professional training of future vocational education teachers. General vocational training of future vocational education teachers is a set of factors, norms, rules and measures of teaching and learning activities that ensure the optimal functioning of the entire educational process, practices and some of its components, aimed at shaping the general vocational training of future vocational education teachers.

At the theoretical level, we provide the general professional training of future vocational education teachers as a theoretical demonstration of the model of the educational process; We consider any component of the education system as the purpose of the educational process, the development of curricula, structure and content.

2. Main part
The analysis of theoretical and practical pedagogical experience shows that the process of general professional training of future teachers is based on the whole educational process, along with its structural components - target, content, process-activity, evaluation-result components.

The target component focuses on the formation of general technical and vocational-technological knowledge and skills, the development of technical thinking, professionally important qualities and orientation of the individual.

The content component is expressed in the integration within the discipline, in interdisciplinary relationships, in the modular structure of the content of teaching, in the separation of fundamental concepts.

The procedural-activity component is based on problem-based learning, the technological organization of the learning process, the creation of scientific and methodological support.

The evaluation-result component includes the levels and criteria for the formation of general technical knowledge and skills.

We consider these structural components of the educational process. In the context of the development of vocational education, its transition to a multi-level structure and the training of competitive specialists in the technical field, the problem of integrative and fundamental general training, strengthening its connection with practice and life, increasing the professionalism of mid-level specialists has become urgent.
Research shows that the current process of teaching general education in the technical field does not fully allow to achieve the goals of general training of technical specialists: the problem of integration of educational content remains unresolved, the level of education of students in specific specialties of general, general and special education and the problem of strengthening the integrative nature of the content, taking into account the requirements of the state, remains acute [1].

Theoretical bases of general professional training of technical specialists are general professional disciplines, the creation of which should be aimed at the formation of general technical and vocational-technological knowledge and skills as a fundamental basis of general professional training of technical mechanics. In this regard, it is important to study the content and process of teaching general vocational education in the system of secondary vocational education.

The social order for the training of competitive specialists in vocational education institutions is indirectly based on the results of didactic research. The study showed that one of the most important conditions for the effective formation of general technical and vocational-technological knowledge and skills is the integration of the content of technical disciplines [2].

The development of the theory of the content of vocational education, as well as the development of curricula and programs has been and remains one of the current problems of didactics of general vocational education. We will consider one of the aspects of this comprehensive problem - the relationship between the integrated structure of the content of general education subjects and the intensive formation of general technical and vocational-technological knowledge and skills of students in the theoretical teaching of general education subjects.

The study of the results of scientific research, analysis of curricula, programs, pedagogical experiments allowed to draw conclusions about the need to integrate the content of the following general education disciplines. One of the most important conditions for the effective formation of general technical and vocational knowledge and skills is the organization of the content of training and interaction with practice on the basis of a systematic approach [3].

In traditional teaching, for a very long time, the method of studying learning materials in a linear sequence and the mainly inductive-formal method of forming knowledge and skills have prevailed. In the study of educational materials in such a way that something happened, in which each subsequent concept, law, rule, method of action was studied as something independent, separate.

The study of new forms of action in this order was adopted in such a way that it allowed students' attention to a single concept, reproductive acquisition of knowledge, the development of certain skills in a given period of teaching, the place of one concept and action with another concept or action, would prevent it from changing.

But in practice, such a method did not turn out to be productive. Research by didactics and psychologists has convincingly shown that the systematic and simultaneous (parallel) assimilation of interconnected concepts and skills is more effective than their study separately.

The basis for such research is the teachings of B.S.Nuriddinov [4], K.T.Olimov [5] and others on the associations of concepts in the educational process, interchangeable opposites.

In each theoretical section of general education subjects can be found topics that are different in terms of relevance - similar, related, contrasting study topics. Simultaneous (parallel) study of both primary and secondary subjects that are contrasting in content is more effective than studying them in a linear sequence.

This is explained by the fact that parallel learning is always carried out at a much higher level of complexity than learning in a linear sequence. The analysis emerges here in conjunction with the synthesis, i.e., the analysis is performed by synthesis [6]. This leads to the intensive development of thinking and creative activity. Such an approach is most fully manifested in the technology of magnification of didactic units.

The method of parallel study of interconnected phenomena in such a technological environment requires active reliance on intra-scientific and interdisciplinary connections, which has
a positive effect on the flexibility, mobility of key concepts and accelerates the formation of general technical and vocational knowledge and skills.

The main theoretical conditions for the structure of educational materials are the following basic principles:
- structure;
- integration;
- consistency;
- general professional orientation;
- professional suitability and polytechnics;
- fundamentalism;
- prognosticism;
- intra-scientific and interdisciplinary integrity.

Based on the above, we have substantiated the integrative structure of the content of general vocational education in order to form general technical and vocational-technological knowledge and skills in students of technical direction. In the training of future teachers of vocational education, knowledge, skills and abilities in national, general vocational, special education disciplines and industrial practice are objectively included. They condition the content of general vocational training.

The study showed that the formation of general technical and vocational-technological knowledge and skills has become a key component of general vocational training of professionals in the field of vocational education, which is most successfully and intensively formed in the context of integrated training, interdisciplinary and modular training content.

The modular structure of the training content provides a number of advantages and is one of the effective ways to intensify the educational process, especially in the context of targeted intensive general vocational training of future professionals in the field of vocational education.

Among the advantages of this method are:
- Ensuring a reasonable methodological coordination of all types of learning process within and between each module;
- Systematic approach to the content of teaching;
- flexibility of the modular structure of the training content;
- effective control over the acquisition of knowledge by students;
- Identification of promising areas of scientific and methodological work of teachers;
- Rapid differentiation of students;

With a significant reduction in the time of lectures and a significant increase in the time of internships, the teacher manages to provide students with the necessary knowledge, skills and abilities in their field.

The organization of teaching content on the basis of a systematic approach allows redistribution of time allocated for internships in the curriculum, expands the share of practical and laboratory work on certain types of general training, as well as independent work of students [7].

3. Conclusion

There is a need for new forms of lectures, in which, in addition to fundamental training, students can gain the necessary knowledge and skills in the field of design and operation of equipment, the general methodology of development of modern advanced technologies.

References

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