

DEVELOPMENT OF STUDENTS' PROFESSIONAL SKILLS

Saifiddin Khakimov

Researcher of the Tashkent State Pedagogical University
Tashkent, UZBEKISTAN

ABSTRACT

This article discusses the importance of developing students' skills.

Keywords: Development, student, learning process, development.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The system of knowledge, skills and abilities that meets the future specialty of the student is a necessary prerequisite for the success of his practical professional activity. Externally, this system is manifested in accurate, error-free actions of a specialist, in the creative execution of tasks. At the same time, professional mastery rests on the high motives, moral and psychological qualities of a specialist. Therefore, the development of knowledge, skills and abilities should be combined with the development of the student's personality as a whole.

When preparing for work in the system, teacher training is based on its features, since it is they who force the teacher to solve such questions that the secondary school did not solve. These should include, first of all, ensuring the didactic interrelation of vocational and general education, optimization of educational work, instilling a love for the chosen profession, and carrying out educational work in the process of productive labor.

Professional knowledge is the result of knowledge of the facts, phenomena of professional activity, their relationships, properties and relationships. Each student should have a high willingness to immediately and correctly use their knowledge when performing tasks of professional activity. The totality, the quality of the student's professional knowledge must meet his future specialty, functional responsibilities.

The success of the professional activity depends on the skills. Skill is the perfect mastery of action, an automated component of conscious activity. The more skills, the more successful and easier the work goes. A person with perfect skills has the opportunity to focus on the main thing, to show creativity in his work, to perform it with large quantitative and qualitative indicators.

The student needs skills related to solving various issues of his future professional activity. It is difficult to name a profession in which sensory, motor, mental (intellectual), speech skills, teamwork and communication skills would not be needed.

Sensory skills relate to the work of the sense organs (sight, hearing, etc.) and, in general, to sensory cognition (reading the readings of instruments, determining distances, determining substances by smell, etc.).

Motor skills - the result of mastering the movements. They are needed for reading, writing, performing laboratory work, playing musical instruments, etc.

The ability is most clearly manifested in the successful use of knowledge and skills in the correct application of them in a new and complex environment. Every specialist needs many flexible skills related to different aspects of his activity.

Skill is more pronounced in repetitive conditions, the ability also allows a person to creatively use skills in a new environment. Unlike skill, skill implies a clear self-control, activity of consciousness, mastering generalized ways of performing different tasks. The development of skills requires conscious exercises in the application of knowledge and skills in a gradually more complicated environment, a systematic combination of theoretical and practical training of students. Professional knowledge, skills, abilities should form a system covering the most important aspects of professional activity.

Consider the most important psychological conditions for the formation of professional knowledge, skills and abilities of students, given the unity of their external practical and internal mental activity.

For the formation of professional knowledge, skills, abilities, it is necessary to influence not only the cognitive processes, but also the direction, feelings, will, interests, mental states of students. At the same time, the organization of students' educational activities is crucial. According to the theory of A. N. Leont'ev, P. Ya. Halperin, the knowledge to be assimilated, as N. F. Talyzin writes, cannot be transferred in finished form, by simple message or display. They can be learned only as a result of a certain activity of students, that is, as a result of the implementation of a certain system of actions.

First, we define separately the conditions for the formation of knowledge, skills, and abilities, and then the conditions for their transformation into a complete system.

Equally important is also the display of newly admitted students of the university laboratories, various classrooms. The received impressions evoke in them, as a rule, interest in learning, reinforce the desire to master the profession. For the assimilation of knowledge it is necessary to apply them in practice. The main form of such an application is problem solving. It is in the process of active practical use of knowledge that they become more generalized and more solid, some of which turn into skills and abilities. But here comes the psychological condition: learning activities that do not deliver inner satisfaction, do not cause active thinking, attention, memory, imagination, do not require creativity, initiative, have little effect on the fullness and depth of learning. Therefore, it is important that the classes are interesting, affect the emotions, feelings and motives of students. The most effective skills are based on a deep understanding of what they should do, interest in mastering the actions, knowledge of their mistakes, and timely approval and encouragement of success. . The teacher should take all this into account, using explanation, assessment, laboratory and practical work, and training in the training, to assist students in independent work.

Improvement of skills depends on their complexity, individual characteristics and mental state of the student, methods of training and his approach to the conditions of the performance of professional duties.

The skill is uneven, it is characterized by a stop, the delay is a plateau. This is due to fatigue, loss of interest, deterioration of teaching methods, changes in the situation, new difficulties. An individual approach, taking into account the temperament, abilities, and experience of the student helps to improve skills more economically and productively.

The best teachers pay special attention to planning the classes, ensuring the success of the students, creating a good psychological atmosphere in the student team, and timely preventing the emergence of moods that interfere with normal studies. If a student correctly assessed the value of his future profession, became convinced of the expediency and necessity of learning, if he does not have internal differences with what he does, then he will more quickly develop a unity of knowledge, skills, and abilities.

Thus, increasing the level of motivation and conscious attitude of students to learning is an important condition for the successful formation of a system of professional knowledge, skills and abilities.

TSO are aimed at empowering the teacher in the learning process. When using them, emotional and psychological impact on students occurs. It becomes possible to control the flow of information by the students themselves, which significantly improves the learning of the material relatively independently of the current state and the difference in individual abilities and psychological characteristics of each student.

A particularly important means of vocational training is practice, internship, and performing the duties of a specialist in the real conditions of professional activity.

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