

SPECIFIC FEATURES OF PROFESSIONAL-PRACTICAL SKILLS

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ABSTRACT

This article provides information about leadership and the ability to make strategic decisions in a modern, rapidly changing world become an important, clear sign. Also in the article, specific features of the concept of skills, simple skills, complex skills, professional skills and practical skills are given. Bunda skills are formed in the process of training, that is, to improve the technique of its implementation, it is necessary to carry out this activity again. Mastering the skill is usually done by repetition. Mastering the skill is not a sequence of words, but a sequence of actions, tactics or strategies that are consistently performed when studied. Skill training is formed either by training, or by training.

Keywords: Skill, simple skills, complex skills, professional skills, practical skills, skill acquisition, skill acquisition, skill training.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Modern vocational training teaches students the formation of sustainable creative and research skills, the development of theoretical knowledge and practical experience in the process of their teaching.

Requirements for professional skills are constantly changing, adapting to these changes will ensure the information and analysis skills of any professional specialist. A modern specialist (worker, technician, engineer) at any level should be trained constantly, unlike a specialist today. Therefore, no matter in which area the specialist works, he must be dynamic, mobile, constantly improve his skills, be creative-minded and independent, solve new tasks, adapt to rapidly changing operating conditions.

Skill is formed in the process of exercise, that is, to improve the technique of its implementation, it is necessary to carry out this activity again.

For example: in order for a person to have the skill to shoot anything, he must exercise more or less in the shooting; and in order to have the skill to swim, you need to swim. However, doing the same activity again can not be called an exercise. People with bad temper write all their lives, and some of them write a lot, but their husnix does not improve from this, here there is a constant repetition, but there is no training. We indicate the two most important conditions, performing the activity again without observing it can not be a real exercise.

1. The educator should know more precisely what to do. In some cases, theoretical acquaintance with this activity for obtaining such knowledge and the analysis of the technique by which it is carried out (the teacher's explanations) can be of great benefit. It is also important to directly observe how this activity is carried out by a good master (instruction of the teacher). However, this and another method can be of real benefit if the student consciously tries to keep the sample shown to him and explained to him more accurately, if he has a meticulous waist to carry out this action.

2. The educator must know the result of each exercise. After each repeated execution of this action, it is necessary to understand what he has achieved, what shortcomings in his execution, what mistakes he has made, and what subsequent repetition should be aimed at eliminating these shortcomings and mistakes. Special experiments show that if a student does not know the interest in himself, he can not see his own mistakes himself, there will be no improvement, even with a multi-number repetition.

Basically skills are simple and complex. Simple skills-consists of initial actions. For example: take a spoon, bring it to your mouth, open your mouth, etc. examples of simple skills.

Complex skills consist of many simple skills, it is important to distinguish between football finti, team play, the ability not to give up fatigue, as well as specific and universal movement skills. Certain skills are practiced only in a certain situation. For example, effective phone negotiation skills... unlike them, universal action skills act in a very wide range of situations.

Mastering the skill - it is usually produced by repeating the skill. Possession of skills is not a sequence of words, but a sequence of actions, tactics or strategies is a type of consistent learning (educational stage) when learned.

Teaching skills. Skill is formed through training. Learning skills in training sessions almost always involves three stages::

- clarification, sometimes the purpose of which is to determine the task before the performer and make recommendations on the methods of its implementation;
- training, in which the necessary actions are performed under the control of consciousness, first slowly and with errors, then faster and more accurately;
- behavior leads to automation that continues smoothly and requires less conscious control.

The skills learned in performing one type of action can affect the success of mastering another type of action. In some cases, they can help to master new skills, in others they can interfere with it.

The positive effect of the skills learned in mastering other actions is called the transfer of skills. The practice of training workers on the management of new machines shows that an experienced worker successfully works on one type of machine, while working on another type of machine is much faster than on a new worker. A person who knows several foreign languages occupies a new tilni much easier than anyone who does not know any other tilni than his native language. The transfer of skills is observed, first of all, in cases when new actions are associated with something that has already been learned. For example, when activate and deactivate the engine and regulate its operation, methods of controlling the conditions under which the work is going on, evaluation of its results, compliance with safety regulations, etc. This allows you to transfer these skills from one job to another. The ability to analyze and pronounce sounds that exist in different languages, the knowledge of the grammatic system of several languages is the basis for a new tilni easier learning for those who know several tilni.

Professional skills-this is the ability to practically apply theoretical knowledge in everyday service activities in accordance with the level of vocational education in the substitution of Public Service [2]. You will need seven professional skills to acquire and identify the skills required to operate in a team (see Table 1):

1-table. Professional skills

№	Professional skills	The content of professional skills
1.	Communication skills	Generalization of the term "communication skills" includes the ability to listen, write and speak. This is one of the main qualities that employers are looking for in modern candidates. A person must understand, interpret and give the necessary instructions. In addition, the sense of social intelligence is very important: employees need to understand who their colleagues, managers and strategic partners are, so that they can better understand and act according to the information obtained.
2.	Ability to perform multiple tasks	Employees participate in several projects, tasks and initiatives at the same time. Basically, the ability to combine all this with the main tasks is very valuable. When the task is done correctly and efficiently, effective multitasking is carried out with minimal stress. Employees who work tomorrow must have good knowledge to perform several tasks at the same time.
3.	Interest skill	It is interesting that he is very active, because he shows that the employee is "sick" for what he does for the organization. This positive work environment comes hand in hand with a positive method of deciding for yourself. Positive attitude only affects work efficiency, decision-making, creativity and staff turnover. A positive attitude will have an invaluable impact on everyone in their environment.
4.	Decision making skills	Problem solving skills are skills that are at the junction of creativity, balance and logic. Having them will prove everything to be an object interpretation, as well as the ability to make deliberate decisions. Such workers are not only strategic thinkers; they need to be calm when there is a problem and act without micro-management from the outside.
5.	Organizational skills	Each employee must have organizational skills. They are necessary for self-regulation. The employee can independently collect all the necessary information to manage his work or the production process in accordance with the schedule or established deadlines. These features are important to any manager. Strong organizational skills do not make managers leaders, but they help candidates become more professional, more productive in their success
6.	Honesty, sincerity skills	A person knows his strengths and weaknesses, is not afraid to make mistakes and take responsibility, but also has a high degree of loyalty. "Honesty is the best policy" is a great slogan for any enterprise.
7.	Sympathy skill	Today, teamwork is the key to business success, so it is necessary to look for people who are willing and want to be a meaningful part of the organization.

Professional skills-an understanding of personal qualities, skills and abilities that help an organization employee to perform their duties. In most cases, for the successful performance of any work, the main professional skills include: good communication skills, the ability to

work with textual information, the ability to overcome difficulties and make decisions. Depending on the specifics of this work, special skills may be required to successfully complete it. For example, a specialist in the construction industry needs unique skills that are required by teachers, advisers or doctors. In terms of employment, the majority of employers give the necessary proposals for vacancies and show their personal qualities, which they consider to be the most developed in their resume. Bunda requires the study of the main types of professional skills (see Table 2):

2-table. **The main types of professional skills**

№	Professional skills	The content of professional skills
1.	<i>basic professional skills</i>	Having the most important professional skills is something that is normally available to employers. Listen carefully, take and follow the instructions, pay attention to the achievement of the result – all this is necessary for successful work in any field. This includes the ability to negotiate tactfully over the phone and work with basic computer programs and knowledge of the rules for the use of office equipment.
2.	<i>special professional skills</i>	The desired or desired skills of the employer, as a rule, depend on the specific characteristics of the job offered. For example, the head of the department requires the ability to organize meetings, quickly analyze the information that came to him, and work with people who have different points of view and have different levels of professional training. Teachers may need creativity and can be trusted from advokats. Special professional skills should be associated with adjectives and phrases that describe successful employees of a particular field of activity.
3.	<i>experience with skills</i>	Among the mandatory requirements can be work experience in the description of many vacancies. In the past, people with similar functional experience have often been accepted into similar jobs, where they can continue to use their professional skills and apply them if they want to. Most of such skills can be used in a variety of situations. In some cases, employers require to have experience with a certain amount of work time in the previous place, while in others it is enough to simply transfer the work tasks that they performed earlier.
4.	<i>obtaining the necessary skills</i>	Most people acquire skills in the process of work. The main part of them is formed in the school. Concepts such as hearing information, attracting attention to the task and following the instructions are basically skills that are formed in the initial process.

In most cases, the employer believes that he has the above-mentioned skills, even if he does not show it directly. As a rule, when we come to the necessary professional skills, companies that offer themselves employment expect from the candidates who will respond to receive a basic level of professional skills. After finding a job and starting to perform their duties, the employee can learn a lot and significantly develop his professional skills. For example: in almost all sectors of the economy there are companies that give students the opportunity to work as practitioners. As a rule, students are provided with incomplete employment during the

internship period, and their main task is to test themselves in the chosen profession. Practicing students rarely earn money in their jobs, but this is not their goal. Here the main thing is the experience obtained. The resume about passing professional practice shows that the employer has the necessary skills and gives the candidate a great advantage in employment.

Summer vacation is spent by students for work in supermarkets or cafes, and not having the same skills about the same work can be difficult. However, this simple work experience can also indicate that a person has such important qualities as responsibility, conscientiousness and the ability to respond to their actions. Employers together assess the skills of the applicant, taking into account past work experience and life circumstances.

1) *professional training*. Those who have basic professional skills and do not meet the requirements of employers can ask for help from trainers who have professional skills. Such trainings are often conducted in state educational institutions and municipal non-profit organizations, giving the local population the opportunity to acquire simple knowledge such as working with text documents, exploitation of basic types of office equipment, rules of telephone communication and the basics of individual relations. First of all, these trainings are designed for those who have been engaged in work for a long time and are aware of the lack of skills necessary in the labor market.

2) *draw up a resume as a presentation of your skills*. Some skills speak for themselves, while others require special lighting. The best place to present your professional skills is a resume. Job seekers with special abilities, for example, know a foreign language to an employer for free, often mention them in a special column of "relevant skills". In this column, the information that should attract the attention of the employer is indicated. There is no need to list simple and unique abilities in the resume.

3) *professional development skills in the workplace*. In most cases, the professional skills of the workers grow over time. Sometimes skills are accompanied by regular fulfillment of a certain circle of tasks, sometimes a lot in this regard depends on high leadership or class leaders, but often the best way to acquire valuable professional skills is to study the experience of the people around you and apply it in Practice [3].

In the field of pedagogy, practicing students should think about themselves as a teacher and learn to act in this profession, understand the multifaceted nature of the educational problems that arise every day and respond adequately to them. Future teachers should work in cooperation with teachers of other educational institutions, as well as striving for new knowledge, constantly work on themselves and formulate and develop professional skills. Bunda helps students with practical skills.

Practical skill (skill) consists in the use of theoretical and practical knowledge in practice, that is, the transformation of knowledge into skills. Practical skill is an activity that is automated, accurately performed by repeated repetitions. In order to effectively master and perform practical skills, it is necessary to receive a step-by-step education as follows:

- skillfully explaining the skill by the teacher;
- independent execution of the assignment given to each student with a step-by-step skill;

- supervise and discuss the implementation of teacher skills

In order to teach students practical skills, it is necessary to create the following conditions::

- the student must know in what position this skill should be applied;
- in order to complete the stages of each practical skill, the goal, instructions, necessary equipment must be provided;
- it is better to teach the skill to start with demonstration materials such as video materials, slides, pictures, drawings;

- each student must have a step-by-step instruction (description) of the skill performed;
- learning skills is better to start with simulators, pedagogical practice and independent training;
- skill acquisition must be carried out consecutively: skill acquisition, ability to perform, professionalism (bringing the skill to automation);
- it is necessary to provide opportunities and conditions for the independent performance of the skill;
- in order to achieve the competence to regularly increase the skill, the student must pass this skill several times to the teacher.

The following classification of practical skills in the educational process is the most common:

- operational skills;
- constructive skills;
- organizational skills.

Operational practical skills are divided into constructive, organizational, communicative (didactic and oratory), Gnostic, instrumental. Constructive skills will help the teacher to plan activities.

This includes:

- ability to select and build composite learning materials;
- ability to implement perspective and current planning;
- ability to plan the purchase and repair of training equipment and equipment;
- ability to customize plans;
- organizational skills.

In the conditions of Professional renewal, pedagogical education requires the establishment of the competence of the future teacher. In the model of teacher training, all the activities of the primary classes, it is necessary to understand and prove them. The process of understanding the pedagogical activity of a primary teacher is considered the most effective, it is carried out within the framework of a competent approach.

The professional and practical skills of a future primary teacher are determined by the following laws::

1. The law of linking theoretical knowledge with practice.
2. About the modern school enrichment and deepening of the knowledge of the primary school teacher in kela-Jak, the peculiarities of the modern educational process the law of development of the educational system.
3. The law on the organization of experimental and research work in the field of education of the future primary teacher.

The formation of professional and practical skills is carried out taking into account the following basics::

1. The emergence of the need for continuous professional education, the future primary school teacher gives a stable impetus to professional activity.
2. The student should know the formation of future values of the teacher of the primary class, the highest value of pedagogical activity.
3. To create an attitude towards oneself as a subject for an upcoming primary school teacher.
4. To develop the tolerance of the future primary school teacher to the environment.

The organization and implementation of pedagogical practice aimed at creating conditions for the formation of professional and practical skills of the future primary teacher can be carried out in three stages::

The preparatory stage is the process of theoretical preparation of students, that is, it is carried out in lectures, practical classes, etc.

The formation phase is carried out directly during the procedure and there are three periods, which include:

1. The stage of adaptation of the future primary class teacher to the new conditions of professional activity.
2. The stage of activation of the professional activity of the future primary teacher.
3. The stage of creative interpretation of your own experience.

Reflexive-the evaluation phase occurs during the procedure and after its completion.

The peculiarities of the formation of vocational and practical skills at the level of cooperation of the future primary teacher "subject-subject" are as follows::

- 1) to adapt the goals and objectives of the student's activities to the goals and objectives of the future primary school teacher;
- 2) to design uniform requirements taking into account individual characteristics and object conditions of primary school teachers;
- 3) step-by-step analysis of the activities and results of the future primary school teacher in pedagogical practice;
- 4) to determine the uniform criteria for assessing the results of the practice (creation of a Bank of diagnostic methods, determining the quality changes that occur in it);
- 5) implementation of psychological-pedagogical support of the future primary teacher through the integration of the activities of all participants in practice in the process of professional development.

In summary, skills are a partially automated movement (operational skill) in which individual parts of a person can be distracted from attention, they are carried out unconsciously (for example, it happens when a student is engaged in a hurry). The operating skill is not automated, but it consists of a number of skills (automatic-activated operational skills) that ensure the implementation of the activity.

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