

## WORKING EDUCATION PROFESSIONAL EDUCATION PROFESSIONALITY MODERNIZATION BASIS

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### ABSTRACT

In this scientifically-methodical work the problem of modernization of the teaching process of the subject in the national spirit for the formation of the subject of labor education in general secondary schools is considered.

**Keywords:** Education, metal, modernization, nationality.

### INTRODUCTION

The general secondary schools should have non-pedagogical technologies and national based textbooks and manuals for 5-9 classes to form a national-based mentality. Today, these textbooks and manuals, which are based on national-style learning, are aimed at raising the practical level of all types of lessons. The absence of such textbooks and manuals creates a great challenge for the general secondary school pupil and teacher to increase the level of education. For this purpose, first of all, the general education schools should have the opportunity to create textbooks and study guides, which can be used by the state educational standards for labor education, which can provide methodological recommendations and recommendations for organizing lessons in a modern manner in a modern way. Because any textbooks and manuals should be based on the curriculum developed by the SES. It can be seen, however, that although there are deficiencies in the creation of textbooks and manuals, avoidance of SES and curricula is inadmissible. So, is it now possible for full secondary schools to respond to the creation of textbooks and manuals that can be used to make learning-based DTAs and curriculum-based instructional curriculums in a non-conventional way, with methodological guidelines and guidelines for organizing national education? problems such as the existing SES and curricula in secondary vocational schools, vocational colleges, post-vocational colleges, vocational colleges, labor higher education institutions, and even those who are trained in vocational training and retraining institutions we will try to find solutions through a methodological analysis, taking into account the right reasoning and selection.

### Main part

Unfortunately, the SES adopted in the curricula, the training curricula did not pay sufficient attention to the criteria of this methodological effectiveness and, as a result, still have some issues of concern. It is a bridge between community-based economic activities that involve science education and technology, or production or service, in labor education or technology at high schools. This science is taught in the younger generation as one of the practical subjects in the natural sciences group, with the aim of forming and working on a professional career. This means that practical (practical physics, applied biology, practical chemistry, etc.) is a part of labor education or technology science, which aims to apply the natural sciences to practice. For the purpose of achieving the goal of working science or technology in general secondary education, the service "Technology", including technology and design, including technology of woodworking and metal processing for students of classes 5-9, technology of textile

processing and cooking, and "Fundamentals of Agriculture", it is necessary to teach the fundamentals of soil, wood, metal, textile materials and agricultural foodstuffs. Particularly, these products and materials need to be trained in ready-made packaging technologies, including handling equipment, appliances, machine tools, machinery, foodstuffs and materials used in the process of handling them. From 1960 to present, it has been based on the scientific and methodological analysis of current DLs, curricula, textbooks, manuals, curricula, and experience in teaching labor or technology in secondary schools, and the fact that our future young people are in full harmony with time, Organize a dialogue with students on the basis of the specific criteria that the course content should be taught in terms of content, taking into account their abilities, interests and aspirations monetary and eradication. For this purpose, the equipment (devices, devices and equipment used) for the processing of food products (agricultural products) and materials (soils, fabrics, metal, wooden materials) , equipment, mechanisms, machines, machines (task, structure, work, etc.), technological methods of preparation of finished products for them (crop production, clothing production, cooking, the preparation of consumables and utilization requiring a variety of material and educational needs, etc.) should be brought into the appropriate didactic system, based on the skills of student exchange. Similarly, 8-9 classes of agricultural production, woodworking based woodworking industry, all metal based industrial production, light industry based light industry and food processing based on agricultural foodstuffs it is necessary to introduce the course materials in the production process of industry in a specific methodological didactic system.

It can be seen that the resources taught in the educational process for the 5-9th graders are mainly divided into two groups, bases of technology in 5-7 classes, and folk craftsmanship and occupation and production bases in classes 8-9. In addition, 5 to 7th grade students are expected to teach five types of technology, namely, the technology of producing ready-made products using foodstuffs, agricultural land, timber, metal and fabricated materials, and the life-cycle technologies craftsmanship. The 8-9 grade pupils also have the following materials, based on the five different technologies: metalworking, woodworking, light and food industries, agricultural production processes and occupational groups, as well as wood, metal, craftsmanship technologies, national cooking technologies, unique crop cultivation and rare animal care technologies.

In the SES and curricula of all existing trends in the curriculum, the lesson sources for teaching the basics of cooking are actually realistic. The 5th grade includes: vegetable fruits, tea, coffee, drinks and foodstuffs, dairy and groats products of 6th grade, and meals for 7th grade meals and meals, including cooking in these classes The sources of the lessons learned for the oils used are given in their own place. It is important to consider which classes to use in the seven types of lubricants that are used in cooking. We believe that some of these sources (vegetable oils) are suitable for 5-6 species, and the remainder (livestock) for the 7th grade. Because all types of foodstuffs are used for cooking oils. Also, in each of the 5-7 classes, a national Uzbek cuisine must be provided with resources for the preparation of national dishes suitable for agricultural food products.

Resources for cutting gas and metal and woodworking technologies can be listed in classes 5-7 in the following order. In the 5th grade, the three disciplines are divided into the general information division: metal, wood and fabric use, sources of their structure and disposal, the equipment division, measuring and control of manual handling, and manual processing equipment, technology of production The training material is equipped with the educational material base (educational cabinets and workshops, visual aids, tools and tools, relevant posters, etc.) to the simple technologies of creating products using manual equipment for measuring

and controlling these materials (these are simple operations in the process, such as zagotovka selection, technology for measuring and controlling, correction, buckling, fishing, spinning, cutting, trimming, spinning, ragging, drilling, snapping, sewing, preparation of technological map of materials and their parts preparation, etc.) rmandchilik fields of history, and goods made of these resources should be given. It is desirable for students to submit their course materials for independent work and practice only on the basis of the above sources. In our opinion, this class may be used only for the car and the history of the machine and the machine itself. For the purpose of the technology of gas processing, the 5th grade should provide resources for handmade sewing machines.

In the 6th grade, the three disciplines are divided into the general information division of sources, properties and properties of metal and wood and fabrics, equipment for manipulative and control and manual processing equipment, machinery, mechanisms, Equipment for the production of footwear (construction and work), sources of training materials, technology of production of products for measuring materials for the beginning of the academic year Sources of complex technologies of production creation with the use of control equipment and slave machining equipment (complex operations in these processes, ie control operations technology, radaring, drilling, pretreatment, tearing, preparation of technological map of materials and their parts preparation, etc.) , sources of handicrafts and handicraft schools in the field of folk crafts, materials in sewing machines and latrines in the next quarter and should be provided with resources for product creation technologies. It is desirable for students to submit their course materials for independent work and practice only on the basis of the above sources.

## CONCLUSION

Therefore, the criterion of dialogue should always be on the focus of attention at schools, colleges, institutes of higher education and in-service training, and all educational work must be around them. In particular, the criterion of this communication should be in the focus of the SES. Only then will the fact be closest to reality, including textbooks and manuals, curricula that are essential to improving the level of education, and training curricula for higher education teachers.

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