

THEORETICAL BASES OF PREPARATION OF VOCATIONAL EDUCATION SPECIALISTS FOR PROFESSIONAL ACTIVITY ON THE BASIS OF DUAL SYSTEM

Choriev Ruzimurot Kungratovich

Candidate of Pedagogical Sciences, Associate Professor, Tashkent Irrigation and Agriculture Institute of Mechanical Engineers, Tashkent, **UZBEKISTAN**

ABSTRACT

This article describes the content of the training of vocational education professionals on the basis of a dual education system, the problems of training professionals in higher education and their solution, as well as the importance of the system of continuing education.

Keywords: Continuing education, specialist, dual system, traditional education, educational paradigm, problem-dialogue method, professional activity.

INTRODUCTION

For the visual representation of structural objects specific to the dual system of engineering-pedagogical professional education, the modeling method is usually used, which is an important component of the systematic approach, one of the most productive methods of studying systems.

In developing the theoretical basis for the construction of a dual system of professional training of engineering and pedagogical vocational education in higher education institutions, we approached it in terms of its suitability for:

- social production needs of educational purposes;
- Organizational approach to the socio-philosophical, scientific basis of educational activity;
- The didactic basis of the methodological features of engineering-pedagogical professional education.

Clarification of the basic, conceptually important ideas that meet these requirements is based on the principles of "internal", phenomenological and methodological, as well as social and pedagogical, which have a decisive impact on the development of engineering-pedagogical professional education as a special integrative field of vocational education.

The first direction of research was the study, analysis and generalization of a wide range of scientific, theoretical and practical aspects of the formation of the system of continuing education in our country. In this regard, it should be noted that today the intensive study of the problems of continuing education in the pedagogy of the country continues. At the same time, this set of problems is not sufficiently methodologically and theoretically covered by individual scientists (VN Gurchenko, VA Gorokhov, LA Kokhanova, EV Tkachenko, etc.).

Indeed, the issue of functioning of individual links of the gradually formed system of continuing education has been better studied and practical recommendations have been developed (OS Abasova, AM Nikitina, TG Kalacheva, Yu.A. Shumova, etc.). However, these

studies are often of a scattered random nature and are still in the development stage of the concept.

There are many perspectives on the most probable or optimal structural structure of a continuing vocational education system. There are many variants of regional and sectoral systems, the diversity of which can be divided into three types:

- organizational and functional structure of continuing professional education;
- systematic continuous professional content;
- human self-developing system.

Proponents of the organizational-functional structure of continuing professional education B.S. Gershunskiy, V.G.Osipov, A.A.Verbitskiy, V.A.Yurisov, H.H. Nechaev, VG Onushkin and others cited several models of continuing education based on existing theoretical developments.

DISCUSSION

Any model of continuing education and its analysis is considered incomplete if it is not compared with the traditional education system. If continuing education is a new paradigm in the opinion of most experts, what aspects and dimensions does it differ from the previous one, and what are the reasons for its transition from one to the other; it is examined whether continuing education is simply a violation of the traditional education system or which it dialectically denies, and which has finally passed the most serious and truthful examination over time.

In our view, continuing education is in fact a new content-essence paradigm of educational development, representing a sufficiently radical (abrupt) separation from the old educational paradigm, commonly referred to as traditional. In other words, the concept of education, its purpose, essence, tasks, principles and organizational structure are revised. Thus, according to V.P. Zinchenko, lifelong learning is a new method of educational activity, the purpose of which is to develop the whole person, to enrich their creative potential, to constantly increase their strength and abilities.

Table 1 provides a comparative description of the application and development of the principles of educational development in the traditional and continuous paradigm. In particular, it dialectically negates the discrete system of education that traditionally preceded the continuous system of education.

Table 1: Principles of application and development of education in the traditional and continuous paradigm

Description of the principles of implementation and development of education	Traditional education system	The system of continuing education
Interrelationship with material production	Ordered by the manufacturer, separately	Ordered by the manufacturer, separately
Interrelation with the social structure of society	Strengthens social differences	Helps to overcome social differences
Goal orientation	The existing conditions prepare a person to perform certain tasks	It prepares a person for universal activity in constantly changing social conditions

The content of education	Assimilates a certain amount of ready-made knowledge in favor	Assists in the acquisition of knowledge for the purpose of specific practical application
Method of teaching	Book-talk	Problem-practical
Organization of education	Individually collective	Collective-individual
The state of the content of forms and methods of education	Stable	Intensively
System validity	Separation of pre-school, school and post-school joints; separation of general, vocational and special education	Integration, consistency of all links and forms of education

The new system of education uses the problem-based dialogue method as the main teaching method. He has a creative nature and aims to not only impart knowledge but also teach them how to use it. This is why practical work serves as an important reflection of learning.

In the traditional educational paradigm, reading has an individual-oriented collective orientation, in which each person learns the program material individually, but at the same rate as the whole group. In this case, the student is the object of influence of the educator, whose role is based on the accumulation of knowledge.

Such an approach to defining the role of fundamentalism in the development of modern education has caused a great stir at the XXVIII General Conference of UNESCO (Paris, 1995) and the support of the pedagogical community. These regulations are being actively implemented in higher education practice. In particular, the fundamentalization of engineering education has served to increase its quality, and ultimately its social status and prestige.

However, unfortunately, the analysis of practice shows that today the training of students in the institutions of advanced training of engineers and teachers is carried out on the basis of the traditional, "rigid" model, and has a more enlightening character. The introduction of special innovations into the learning process - business, role-playing games, other active ways of learning - not only qualitatively updates the system. As a result, professional development provides almost nothing for the practical activities of the trainees and the development of their professional skills. Most importantly, such education does not serve to form a stable professional position of pedagogical staff, disrupts their professional outlook and does not allow for systematic management of education.

This, in turn, raises the question of the structural reconstruction of the engineering-pedagogical professional education, the search for didactic bases that allow to change its specific organizational forms in the process of vocational education.

CONCLUSION

The dual system of engineering-pedagogical professional education, built on the basis of interdependence of two independent fields, such as industry and education, provides optimal conditions for the mutual transformation of engineering and pedagogical activities.

Indeed, based on the methodological nature of higher education, the third conceptually important idea that provides the expediency of building a dual system of engineering-pedagogical professional education can be explained as follows: provides integration.

It can be concluded that these ideas of conceptual significance are the theoretical and methodological basis of conceptual modeling of education, as they provide the methodological integrity of the value-target (axiological), semantic-organizational (ontological) and technological bases of creating a dual system of engineering-pedagogical professional education.

REFERENCES

1. Dzhuraev R.Kh. Organizational and pedagogical foundations of the intensification of the system of vocational training in educational institutions of vocational education: Author's abstract. Diss ... Doctor of Pedagogical Sciences. –T.: 1995. - 43 p.
2. Zeer E.F., Karpova G.A. Improvement of psychological and pedagogical training of an engineer teacher / E.F. Zeer, G.A. Karpova // Soviet pedagogy, 1987 - №3. P. 84 - 86.
3. Zeer E.F. Psychology of vocational education / EF Zeer. - M.: Publishing house of the Moscow Psychological and Social Institute; Voronezh: Publishing house NPO "MODEK", 2003. - 480 p.
4. Ismailova Z.K. Formation of professional pedagogical skills of students: Diss. ... ped. fan. nomz. - T.: 2000. - 186 p.
5. Muslimov N.A. Theoretical and methodological bases of professional formation of a teacher of vocational education. Diss. .. ped. f. d. - T.: 2007. - 315 b.
6. Khodjaboev A.R. Educational-methodical complex for the preparation of labor education - T.: Kituvchi, 1989. - 91 p.
7. Khimmataliev D.O. Integration of pedagogical and technical knowledge in the diagnostics of professional preparation. Monograph. –Tashkent: Uzbekistan, 2018. - 168 p.
8. Choriev R.K. Integration of theoretical and practical knowledge as a means of improving the professional training of future engineers-teachers. // // Modern education, 2020. № 3 (88) - pp.38-46