

CHARACTERISTICS OF SPECIALTIES AND ORGANIZATION OF THE PEDAGOGICAL PROCESS

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ABSTRACT

This article describes the specifics, components of the specialty disciplines in higher education and vocational education, the pedagogical process of organizing theoretical, practical and practical lessons in the specialty disciplines, the requirements for the activities of the teacher.

Keywords: Specialty, pedagogical process, component, technique, production, technology, management, education system, lessons, teacher activity.

INTRODUCTION

Innovation is recognized as a top priority by countries around the world. That is, one of the most important factors in accelerating the development of society and socio-economic development is the implementation of an effective innovation policy, the introduction of new, advanced technologies, new forms of organization and labor management based on the achievements of scientific and technological progress.

In modern socio-economic conditions, an important condition for professional training, radical reform of vocational education and improvement of the pedagogical process is the organization of an education system based on the achievements of modern science, technology and engineering.

One of the urgent tasks of the education system today is the widespread use of modern pedagogical technologies and achievements in teaching, their introduction into the education system and the application of the experience of developed countries in the education system of our country.

The quality of training of qualified specialists in educational institutions is largely determined by the effective teaching of specialized subjects. The fact that the study of special disciplines is more practical and closer to production shows that it is different from general education. Production practices are interrelated with specialty disciplines.

The choice of teaching methods and the setting of learning objectives in the special disciplines also require specificity. The leading component of the specialty is "Methods of Work". Therefore, it is necessary to conduct in-depth didactic analysis in the creation of textbooks in the specialty disciplines and in determining the content of education, the organization of the educational process, the selection of effective teaching methods.

Materials and methods

Specialization disciplines cover specific areas of production, including processes that provide direct in-depth, thorough knowledge that reflects specific specialty characteristics, and the development of relevant skills and competencies.

Such disciplines include various branches of the national economy: agriculture, industrial enterprises, machinery, transport, communications, handicrafts, culture and arts, and other activities. sciences that directly demonstrate their specific properties, including their parts.

The education system is formed based on the level of development of each society and the requirements of that society.

In the process of educating the younger generation:

1. Equipped with the necessary knowledge;
2. Have the necessary skills;
3. Builds skills.

Specialty disciplines are divided into the following groups according to their content and essence:

1. Specialty subjects covered in the curriculum on technical issues. These include the structure, principle of operation, maintenance and operation of machinery and equipment used in the production and operation of products, improvement of their design, calculation, design, automation; structure of tools, devices, instruments and their parts; methods and techniques of installation, assembly, repair, adjustment of machinery and equipment, which are the objects of labor; training materials covering modern methods of restoration and repair of mechanisms and parts, the structure and operation of automatic systems and experimental devices.

2. Specialties that cover issues related to the technology of production in the training materials. These include technological and labor processes that characterize the integrity of a particular specialty, design and complex mechanization of technological processes, automation, design of production facilities, introduction and development of new technologies, their implementation, control and management; conducting research and experiments, safety regulations, basics of industrial sanitation and hygiene, and labor legislation.

3. Specialties that cover issues related to raw materials in the curriculum. These include training materials covering the physical and chemical properties of various materials and raw materials used in production, the mechanical and technological properties of experimental determination and technology of preparation. Also includes training materials focusing on raw material processing processes, calculations, and experimental research.

4. Specialty disciplines, including training materials on the organization, management and economics of production. This group includes training materials, organization of economic and production organization, management, information technology, advanced methods, which are studied in the training of qualified personnel in all specialties (production, labor organization and basics of economics). and so on.

RESULTS AND DISCUSSION

The teaching of special disciplines has many features, ie content, goals and objectives, methods, tools, organization, location, equipment, forms, structure, time, as well as general and vocational disciplines. differs sharply.

The laboratory, which develops special skills in the study of special disciplines, such as drawings, tables, calculations and measurements, also organizes practical classes, production classes that help to directly or indirectly visualize the technique and technology. 'ri is coming.

The latter requires learners to have a certain level of skills and competencies in a specific area of specialization.

Therefore, the development of teaching materials in the special disciplines requires a unique approach to the organization of the educational process, the choice of effective methods of teaching, the definition of educational content.

The pedagogical task is to carry out activities related to the application of professional knowledge and methods of action. As a result, the student is educated, nurtured and, in a sense, developed.

The main task of the teacher is education, formation and development, planning, implementation of processes, monitoring and evaluation of results.

The modern teaching activity is focused on conversation-learning, not teaching; aimed at managing the process of upbringing, not upbringing. That is why the pedagogue-coach was called Socrates - "doya of thoughts". The teacher should not convey ready-made information, but create an understanding, imagination, and conclusion in the minds of the students.

Numerous researchers have described what teachers do and the specifics of their work. To one of them, let's focus on those who believe that the main task of a teacher is pedagogical management. We use the term "pedagogical project" to define a management function, and "pedagogical project" refers to any thoughtful and accomplished teacher activity. For example, studying a lesson, topic or knowledge, organizing a quiz, organizing an environmental expedition, and so on. All this is done by the teacher. The more thoughtful and meticulous the management, the fewer mistakes will be made and the higher the efficiency will be.

The first task of the educator arises from the stage of project formation and has a specific purpose. It is known that the goal is an important factor in pedagogical activity, which in a sense encourages and directs the participants of the process from cooperation to the overall result.

Teaching is a two-way process that involves both teacher and student activities. The teacher's job is to describe the teaching material, to form students' interest in science, ideas and beliefs, and to guide students' independent study, testing and assessing their knowledge, skills and competencies.

CONCLUSION

Organizational aspects of teaching are the activities of teachers and students that are organized, organized, and conducted in a specific manner. Diagnosis, forecasting, design, development are the main tasks of the teacher in the preparatory stage of any educational work.

In the second stage of the educational process, the teacher performs organizational, informational, supervisory, evaluative and modifying tasks.

The science teacher recognizes such a task as a driving force in the educational process, primarily for the purpose of motivation. It is important to know that rape and coercion in education are not the answer. So, it is important to master the work with students and find ways to arouse their desire and interest.

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