

## PROBLEMS OF TRAINING OF TEACHERS IN AGAINST ORGANIZED PROFESSIONAL EDUCATIONAL INSTITUTIONS

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### ABSTRACT

The article provides a comparative analysis of the former and newly created vocational education systems. Proposals are being put forward for the high-quality training of teachers for the water and agricultural system in the newly organized professional educational institutions. Opinions are expressed about the professional skills mastered in the university by the future professional master. The scientific novelty of the article lies in the vision of a big difference between the teacher of vocational education, leading theoretical classes and the master of vocational education, leading educational and practical classes. Accordingly, there will be a difference in the training of such specialists. The purpose of the study is to improve the quality of professional training of a master of vocational training.

**Keywords:** Vocational education, vocational school, vocational college, college, technical school, teacher of vocational education, master of vocational education.

### INTRODUCTION

In the Presidential Decree of the Republic of Uzbekistan "On the Strategy of Action for the Further Development of the Republic of Uzbekistan" (February 16, 2017), the task of training capable highly qualified personnel in higher educational institutions that meet modern educational requirements is noted [1]. In the Resolution No. PP-2909 of the President of the Republic of Uzbekistan "On measures for the further development of the system of higher education" (20 April 2017), it was noted the need "... to improve the educational process, curricula and programs learning " [2]. The "Concept for the development of the higher education system of the Republic of Uzbekistan until 2030" indicates the need "... to increase attention to the quality of training in humanitarian and pedagogical areas, revise and improve curricula and programs in areas and specialties of pedagogical education based on advanced foreign experience"[3]

These tasks are directly related to the direction "Professional education" of higher educational institutions. The current high level of development of science and production, structural reforms carried out in the vocational education system impose a special responsibility on the training of vocational education teachers for water and agriculture.

There are a number of discrepancies between the requirements of the state and the professional preparedness of teachers in the direction of "Professional Education". It requires the development of a scientific basis for eliminating such inconsistencies, as well as the training of a master of vocational education with high professional and pedagogical skills.

The methodological activities of the future teacher of vocational education, the methodological foundations and the process of its formation in higher educational institutions, are devoted to the work of the following Russian scientists-teachers: E.V. Tkachenko [4], E.F. Zeer [5], N.S. Glukhanyuk [6], N.M. Zhukova [7], N.I. Kravtsov [8], A.K. Radchenko [9], N.E. Erganova [10], P.U. Kubrushko [11], V.P. Kosyrev<sup>[12]</sup> and others.

Issues related to the development process and trends in vocational education, the problem of training teachers for professional activities, criteria, stages and types of training for future teachers of vocational education in the Republic are investigated in the works of A.R. Khodzhabaev [13], R.Kh. Zhuraev [14], U. Nishanaliev [15], U. I. Inoyatov [16], U.K. Tolipov [17], Z.K. Ismailova [18], N.A. Muslimov [19], Sh.S. Sharipov [20], D.O. Khimmataliev [21], D.A. Mustafaeva [22] and others.

### Method

The object of the research is the process of training teachers of vocational education in universities. The research used the questionnaire method and the mathematical-statistical method.

### Main part

Structural changes in the national economy poses an urgent task of training highly qualified junior specialists in vocational colleges who meet the requirements of market conditions. The requirements of the modern worker are deep mastery of knowledge of his specialty, high erudition, adaptability to changes in the world of work, the desire to master each new one in his profession.

In order to improve the vocational education system of the Republic on the basis of advanced foreign experience, training qualified and competitive personnel for the labor market by introducing the levels of primary, secondary and secondary specialized vocational education, as well as the wide involvement of employers in this process, starting from the 2020-2021 academic year, it is planned to create networks of educational institutions with the introduction of a new system of primary, secondary and secondary specialized vocational education into their activities [23].

Table 1 shows a comparative analysis of the existing and newly organizing vocational education systems.

1-Table

Educational system indicators	Indicators of the information working system TILL 2020-2021 index system	Planned system for the 2020-2021 academic year		
System name	secondary specialized vocational education	professional education		
Types of educational institutions in the system	only professional new colleges	professional naya school	college	technical College

The procedure for admission to training	at the expense of 9th grade graduates of general education high schools	at the expense of graduates of the 9th grade of secondary general education schools	at the expense of persons with secondary education	at the expense of persons with secondary education
Form of study	For full-time study	only full-time	full-time, evening, correspondence	full-time, evening, correspondence
Training period	only 3 years old	2 years	up to 2 years	at least 2 years
Type of training	from the state budget	from the state budget	at the expense of the state budget and contractual and paid basis	at the expense of the state budget and contractual and paid basis
Funding for training	no scholarship	with a scholarship	no scholarship	no scholarship

Comparative analysis of existing and planned vocational education systems. The current vocational training system does not take into account the degree of complexity of the profession being mastered and sets the training period for all specialties with a duration of 3 years. In the current version, the duration of training is set from 6 months to 2 years, depending on the complexity of the chosen specialty.

Until now, admissions to vocational colleges were carried out only at the expense of 9th grade graduates from general education schools. The newly formed colleges and technical schools admit young people who have received secondary or specialized secondary education, military servicemen, who have a second specialty, who are in danger of being unemployed, and all who have the desire and opportunity to study another profession.

Until now, vocational colleges have had only full-time education. In the newly created colleges and technical schools, in order to create convenience for students, in addition to the full-time form of education, evening and correspondence forms are provided. In the existing professional colleges, the learning process was carried out in a theoretical form, mainly in classrooms. In the new system, based on the specifics of the specialty and the direction of colleges and technical schools, training is provided in integration with existing production processes. Only blocks of general professional and special disciplines remain in the curriculum. The academic hours of practical classes in the disciplines are being increased, and a decrease in the hours allocated for theoretical training is planned.

Such reforms in the vocational education system serve as an important factor in the development of all sectors of the economy of the Republic.

The acquisition of sufficient knowledge, abilities and skills of students in newly organized vocational educational institutions depends on the degree of professional training of vocational training teachers. One of the most important problems of vocational education is the preparation of graduates for a multi-functional adequate professional activity. And this requires the preparation of teaching staff who will be able to produce such specialists.

Professional and pedagogical activity, as a complex systemic education, is a part of a higher level system - the pedagogical system "Professional Education". The activity of a teacher of vocational training is a complex education that has different, in essence, and volume of

components, the process of identifying which is a serious problem that has been studied since the formation of the system of vocational pedagogical education.

In some studies, when highlighting the typical activities of a teacher of vocational training and their corresponding functions, the following components are listed: teaching, educational, developmental, methodical, production and technical, organizational, diagnostic. In others: teaching, educational, organizational and management, production and technology, research [24].

Until now, in the vocational education system, a certain set of knowledge and skills has been the goal, which has been recorded as qualification characteristics (“must know ...”, “must be able to” ..., “must perform ...”).

At present, those who have graduated from the bachelor's degree in the direction "5111000 - Professional Education" are working as a teacher and master of vocational training in secondary specialized professional colleges of the Republic. The process of training future teachers in these areas of study, as well as studying the essence of the requirements for their training, shows some discrepancies in this area [25].

It is known that education in professional educational institutions consists of two independent, but interrelated types of education, both theoretical and industrial. It is with this that the specificity of planning and implementation of the educational process, which in many cases has the character of educational and professional, is connected [26].

Currently, those who graduated from the direction "5111000 - Vocational education" ("5630100 - mechanization of agriculture") vocational teachers in vocational educational institutions have to conduct classes in several general professional and professional disciplines available in the curricula of the direction "3430100 - mechanization of agriculture". These disciplines can be roughly grouped as follows [27]:

1st group - agricultural disciplines - tractors and cars, agricultural machines;

2-group - technological disciplines for the mechanization of agricultural production - the technology of mechanized work in agricultural production, maintenance and repair of machinery and equipment, mechanization and automation of animal husbandry;

3-group - general technical disciplines - technical mechanics, technical drawing, standardization of product quality and the basics of metrology, construction materials, etc.

Training sessions in the above disciplines are conducted simultaneously in theoretical, practical and laboratory forms. Here, the activity of a teacher of vocational training is characterized by his methodological abilities, knowledge and skills, mainly in the transfer of theoretical material

However, at present, teachers who have graduated from the direction of vocational education (by industry) in vocational educational institutions are working as a master of vocational training. For example, teachers who graduated from the vocational education direction (5630100 - agricultural mechanization) conduct educational practices: plumbing, electric and gas welding, compilation of machine-tractor units, etc. These educational practices are characterized by their connection with a specific type of practical activity. Here, the activity of a master of vocational training is characterized by his methodological abilities, knowledge and skills, mainly in teaching students to perform various actions necessary for a future working profession.

A deep all-round mastery of their profession by students depends on the degree of professional training of a professional master. It is the master of vocational training that directly helps students in mastering practical skills and abilities with all the subtleties of their future profession. Therefore, the master of vocational education as a teacher teaching for the profession occupies a decisive place in the process of teaching the profession. A deep all-round mastery of their profession by students depends on the degree of professional training of a professional master. It is the master of vocational training that directly helps students in mastering practical skills and abilities with all the subtleties of their future profession. Therefore, the master of vocational education as a teacher teaching for the profession occupies a decisive place in the process of teaching the profession.

In the current professional colleges of water and agriculture, graduates of the “Professional Education” direction of universities work mainly as masters of vocational education. It is clear that such a specialist who does not have sufficient practical knowledge, did not manage to become a professional master in implementing the necessary physical actions and methods by profession, will not be able to do what he wants.

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In the period before the adoption (1997 y.) of the "National Program for Personnel Training" in vocational and technical schools of the Republic, masters of industrial training, graduated masters-professionals of industrial-pedagogical technical schools, who had sufficient experience in the profession to be taught, were active. In the curricula of their training, enough teaching hours were allocated for educational and practical classes and qualification practice, that they had the appropriate documents for the professions of a welder, locksmith, driver, foreman, etc. Therefore, professional foremen, along with mastering the necessary theoretical and practical knowledge in professional disciplines and pedagogical and psychological knowledge must be an excellent master of the profession taught by him. The skill of a professional master should not be limited within the framework of educational programs, his professional knowledge and skill should be very broad and deep.

## **RESULTS AND DISCUSSIONS**

In surveys conducted among teachers and masters of vocational training of professional colleges in Namangan region, important and complex types for their methodological activities can be summarized as follows:

- 1) implementation of the educational process (25%);
- 2) design of the educational process (16%);
- 3) organization and conduct of educational work (14%).

## **CONCLUSION**

- in the curricula of the areas of vocational education, no attention is paid to the peculiarities in the methodological activities of the teacher and master of vocational training;

- at the present time, having completed their vocational education, those working in the positions of the master of industrial training feel difficulties from the methodological side of conducting educational and practical classes;
- when training masters of vocational training, more is paid to training their practical and professional activities;
- when training masters of vocational training, methodological preparation for conducting educational practices greatly facilitates their professional activities;
- a significant place is occupied by the master of vocational training in enhancing the interests of students in their future professions and studying its subtleties;
- possession of the trained profession of high professional skill sharply increases the activity of students in the study of their future.

To improve the quality of vocational training of students, increase the efficiency of educational practices, develop interests in the mastering professions of students in vocational educational institutions, it is advisable to implement the following practical proposals:

- improvement of the existing curricula of vocational education areas by appropriate changes in vocational education;
- to conduct classes on educational practices to accept on a competitive basis highly professional masters of this particular field;
- development of the organization of training practices in advanced manufacturing enterprises under the guidance of leading masters of this enterprise;
- attracting several (2-3 people) candidate masters to conduct classes for students on educational practice and creating an opportunity to choose the most optimal among them

On the basis of the above, we can say that at present it remains relevant to revise the content of the training of the master of vocational training. To train teachers of a new generation, vocational education systems require new innovative approaches to improve the educational content and teaching methods

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