

FORMATION AND DEVELOPMENT OF VOCATIONAL EDUCATION

Yorkin Shukurov

Teacher of Al-Azhar Department of Arabic Language and Literature,
International Islamic Academy of Uzbekistan

ABSTRACT

The success of the educational process depends not only on its form but also on the effectiveness of the methods used, which occupies one of the key positions in the theory of education.

A method is Greek for metros, which means way, research. the teaching method is a joint activity of the teacher and students aimed at achieving a specific goal in the learning process.

Teaching methods are the ways to achieve the goals of teaching, as well as the theoretical and practical orientation of the teaching material.

Teaching methods determine the nature of the activities of the teacher and the learner in the learning process, how to organize and conduct the learning process, and what actions the learners should take in the process. as well as the teaching method is a way of theoretical and practical cognitive activity aimed at fulfilling the learning tasks of teachers and learners.

The learning process and its outcomes depend on the educator's work methods that determine the movement of learners 'learning activities. therefore, in pedagogy, teaching methods are always considered as methods of work of the teacher and methods of cognitive activity of learners, both of which are aimed at the implementation of learning tasks.

Teaching methods determine the nature of the activities of educators and learners. they depend on the goals and objectives of education.

Teaching methods depend on an understanding of the general laws of knowing the world around them, i.e. they have a philosophical methodological basis and are the result of a correct understanding of the contradictions in the learning process, the nature, and principles of the learning process.

Educational material depends on the logic of scientific thought expressed in the content of education. the content of the teaching material is becoming more and more in-depth, more complex, more refined, and more scientific, so that teaching methods are increasingly dependent on the logic and methods of scientific knowledge.

With the development of modern science and technology, the attitude to teaching methods is changing, improving, and modernizing, and they are formed by modern didactics and teaching methods in private. so it is only natural that there should be different approaches to it. in this case, especially those that have a didactic character are important and should be implemented within the framework of pedagogical theory. in this regard, teaching methods should be theoretically well-founded and derived from pedagogical theory, and its practical significance should be emphasized because if teaching methods are not applied in practice, it becomes useless.

It is known that the practical orientation of education is one of the most important requirements of teaching methods, and it is always a topical direction in the demand of the time. Hence, an approach aimed at ensuring that pedagogical theory is relevant to practice in teaching methods is always necessary and necessary. the deeper and more scientific the theory, the more effective

the teaching methods. the less the theory is expressed in pedagogical views, the less the teaching methods depend on this theory.

The science of pedagogy generalizes the best practices of schools and educators, demonstrates the scientific basis of traditional education, helps to creatively seek modern, effective methods of teaching.

Therefore, the following basic requirements are set for teaching methods:

- The way of studying the educational material should lead to the formation of didactic materialist ways of thinking, the volitional qualities of morality, behavior, based on national ideology and national values. from the point of view of this requirement, the method of education should be educative, that is, it should help not only the acquisition of knowledge but also the use of the pedagogical potential of education;
- The method of education should be clearly and precisely based on scientific evidence. then the educator can see what tasks can be set and solved and what tasks cannot be accomplished while working with this method. The scientific nature of the method means that students have a clear and concise mind, as well as the purpose, means, methods of evidence and discussion in the process of mastering the material, as well as the primary and secondary results;
- The systematic nature of teaching methods determines their level of effectiveness. any particular method of learning the material, although very convenient to use in this lesson, may not have a significant effect on the learning of the minds of learners when not used in conjunction with other methods of teaching;
- Another inevitable requirement for teaching methods is that they are understandable. the way of teaching should be understandable and acceptable to the learner, and the methods of learning the material should be appropriate to his / her age in the acquisition of knowledge;
- The need to teach the child to know through the senses and to use as much as possible visual aids in the learning process is an important requirement of educational methods;
- One of the important requirements is the need to justify teaching methods in terms of the principle of conscious and active teaching. the child's conscious attitude to learning, conscious understanding of the content of the learning material, the level of cognitive activity and interest in it depends on the teacher's methods of explanation and the methods of learning;
- Another requirement for teaching methods is that the knowledge is valid and thorough. teaching methods should be effective. the method of explanation by the educator and the method of mastering by the learners should give the planned or intended result.

Description of teaching methods and tools. Methods consist of several main groups, each of which in turn is divided into subgroups and separate methods that belong to them. Given that the process of organizing and conducting learning activities itself involves the transmission, reception, comprehension, and memorization of educational information and the practical application of the acquired knowledge and skills, the first group of methods includes methods of verbal transmission and listening. oral methods: story, lecture, conversation, etc .; the second group of methods includes methods of visual transmission and reception of educational information - visual methods: visual, demonstration, etc .; the third group of methods includes the provision of educational information through practical labor activities (practical methods,

exercises, laboratory experiments, labor movements, etc.). Therefore, the teaching methods widely used in practice can be summarized as follows.

The method of oral presentation of educational material is characterized by the fact that the information being narrated is perceived directly through the live point of view of the teacher, and differs from other methods of teaching in this respect.

Involving students in working with visual materials on various topics has an important didactic value when working with the method of demonstration, description, and excursion in the practical use of the demonstrative method of education.

The method of practical training mainly serves to consolidate the acquired scientific knowledge and apply it in practice, to ensure the acquisition of relevant skills and competencies. Exercise is usually understood as a systematic repetition of scientific knowledge and a specific task - the acquisition or improvement of movement.

The method of training can be carried out differently depending on the content and description of the subjects. training to strengthen the skills and abilities of students and develop their creative abilities must meet the following requirements:

- The purpose of the task should be clearly explained to students, and its content and ways of working should be thoroughly taught;
- The attention of students should be drawn to the proposed exercise, taking into account the aspirations and interests of the team and each student;
- The task should be based on the planned (projected) system and the sequence of processes in their implementation;
- The skills and competencies acquired under a particular rule should be easily applied in the performance of other tasks related to this rule;
- The assignment should also take into account the orientation of students to active creative activity;
- It should be noted that the task (exercise, etc.) must be completed by students promptly, and the focus on the intellectual potential of students (general and in some cases specific intellectual potential) allows to guarantee optimal options for the training process.

Written creative exercises and assignments for students play an important role in this type of teaching method. as well as exercises for students - the implementation of colloquiums in the assignments, as well as the preparation of independent reports on certain topics and graphic work will be a didactic basis for further enhancing the conscious creative attitude of students in this area.

Laboratory method. it is important in the learning process to provide learners with new knowledge about the objects and phenomena that surround them, their shape, size, composition, structure, change, and development abilities, to strengthen the acquired scientific knowledge, and to equip them with relevant skills and competencies. Hence, it is such a teaching method in which the learner conducts experiments or performs practical tasks according to a predetermined plan under the guidance of the educator, and updates and understands the knowledge in the process. therefore, they are carried out according to a strict plan. the plan is a document of the educator, which represents the content of education, instructions for students to perform experiments and practical work, as well as learning.

It reflects the topic of the lesson, the purpose of the work, the time allotted to it, the content of the lesson topic, the list of literature on the lesson.

The laboratory method is used in teaching almost all subjects. In some disciplines, such as physics, chemistry, biology, geography, vocational education, psychology, computer science, and the like, they are carried out in a specially equipped laboratory room with the help of appropriate material and technical means and complexes.

Educational tools. The tools used in the educational process serve to significantly increase the effectiveness of education.

The main tools of teaching are plans, curricula, textbooks, and study guides that have a core curriculum.

Additional teaching aids include issues that shape the knowledge, skills, and competencies of learners, a set of exercises, handouts, handouts, visual and visual aids, floppy disks, ehm, and more.

Teaching aids are intellectual programs developed by a group of specialists and allow to improve the teaching process on relevant topics in the subject and create conditions for its implementation in practice. Hence, teaching aids are ancillary teaching material necessary for the successful implementation of a particular teaching method or technique. They are tools, equipment, laboratory equipment, information and communication technology tools, visual aids, official signs, models, textbooks and manuals, guidelines and instructions, radio, television, and Internet, etc.

The use of teaching aids in the educational process includes natural or visual exhibition materials (subject, scheme, organizational-structural model, diagram, histogram, speed, etc.), equipment used in laboratory or demonstration (demonstration) classes, teaching aids, models, as well as, means the use of evidence on the subject (reference information, definition, law, rule, principle, property, property, formula, etc.) in the course of the lesson.

The form, type, method, and means of education have a special significance in the process of education and in increasing the effectiveness of its conduct. In this regard, the role and place of educational tools in the implementation of the demonstration method in education is unique, and the following types of demonstration methods are used in education: demonstration; description, and excursion. The methods of demonstration and excursion are important in ensuring that learners perceive the learning materials directly through vivid images.

One of the main types of methods of oral presentation of teaching materials is the type of work with textbooks and books. At the same time working with educational literature is a complex psychological process. It also implies the development of conscious cognitive activity by looking at the knowledge materials presented by the educator in the learning process from the textbook text.

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