



IMPROVING THE QUALITY OF THE EDUCATIONAL PROCESS IN VOCATIONAL EDUCATION

Journal Website:
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Submission Date: October 15, 2024, **Accepted Date:** October 20, 2024,

Published Date: October 25, 2024

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-05-10-22>

Ashirov Abdurashid Ravshanovich

Teacher Of Shahrizabz State Pedagogical Institute, Uzbekistan

ABSTRACT

In the article, the factors of ensuring the quality of educational and pedagogical activity in vocational education, in particular, the teaching, upbringing, development of students in front of educational institutions, the activation of the activities of teachers and students, the organization of educational and educational work with students in the class in a perfected work system are considered the main direction of modern didactics, the educational process to organize on the basis of teacher-student cooperation, to make effective and purposeful use of opportunities to ensure interdisciplinary integration in education, to have a positive effect on the effectiveness of the educational process, to increase the quality of personnel training, to order a secondary special, vocational education system to meet the need for production-qualified personnel in modern conditions, the issues of effective organization of educational institutions with participation in the financing of the educational process and the creation of material and technical support to meet this order were interpreted.

KEYWORDS

Occupation, teaching, learning, activity, quality, result, student, education, training, cooperation, issue, process, basis, activity, lesson, goal, development.

INTRODUCTION

In Uzbekistan, special attention is being paid to the radical reform of the education system, the ability of our children to acquire modern knowledge and skills at the level of the world education system standards, to grow into physically and mentally mature people, to

bring out their ability, talent, and intellectual potential, the young generation great research is being carried out to increase feelings of devotion and self-sacrifice in the heart. In solving these tasks from a scientific-theoretical point of view, the content of science



programs made up of mandatory and optional subjects of educational courses in the educational system aims to teach solving practical issues related to the relevant specialty with the help of modern innovative and pedagogical technologies. This shows that effective and purposeful use of opportunities for interdisciplinary integration in education has a positive effect on increasing the efficiency of the educational process and the quality of personnel training. In order to satisfy the need for qualified personnel, production in modern conditions has an effect on the effective organization of the educational institutions with its participation in the financing of the educational process and the creation of material and technical support.

Effectiveness in the educational system also depends on the activity of the teacher. The main task of the teacher is to form students' independent thinking skills. Formation and development of their thinking is the most important educational work.

It is for the educational system that the pedagogical staff with deep knowledge and comprehensively developed, who have mastered the new content of educational software documentation, new effective pedagogical and information technologies, are needed.

MAIN PART

The day-by-day change and development of the society requires every teacher, like those working in different fields, to solve issues such as initiative, activity, independent thinking, ability to get out of new non-standard situations, and having characteristics. This is done only during the study-teaching lesson.

Pedagogical-psychological theory and experience are characterized by the need to develop a three-stage preparation project for preparing and conducting a lesson. These are [1]:

- preliminary preparation;
- current training;
- is the final preparation.

Preliminary preparation begins with planning one academic year or prospective. In order to plan his activities in the academic year or prospectively, he should first [3, 10, 12]:

- asking experienced teachers to find out which group and stage the information in the curriculum is relevant for and which part of it is difficult for students;
- in-depth study of which group (stage) of the program information is important for the students, its complexity, whether it is suitable for the level of preparation of the students;
- determination of inter-subject, inter-department, inter-discipline relationship of studied phenomena, information;
- to select and select educational material that can serve to successfully form the interest, creative activity, independence of knowledge, organization and worldview of students;
- identify the sources of information, information, events, events that can educate students' desire for individual knowledge, desire, independence and conditions, and put them into a specific system;
- clarifying and systematizing the set of didactic tools (educational demonstration, technical, informational - communicative) for each training based on the state educational standard, as well as developing a project and system of additional training, practical, laboratory classes;
- development of the approximate size and amount of scientific knowledge, practical skills and qualifications that students should acquire;



- according to the content of each training material, it is necessary to implement teaching technologies, interactive methods and didactic tools, etc.

After getting acquainted with the program and DTS for the academic subject, and after solving the above issues, they begin to draw up an educational-thematic plan. It is advisable to formalize its structure in the following direction:

- a) serial number of subjects;
- b) the name of the department or chapter;
- c) the name of each subject to be studied;
- g) hours allocated for training;
- d) transition (performance) time (term);
- j) a sign reflecting inter-departmental, inter-subject, inter-disciplinary connection;
- z) number of the main and additional literature of methodological support of the topic; (references are listed alphabetically at the end of the work plan);
- i) didactic tools available for the subject.

Comment (if for some reason this topic is unreadable or compressed, the reason is indicated in the comment).

An important process of a teacher in preparing and conducting a lesson is current preparation. In this, the teacher designs the daily lesson and implements the project in sequence. During the current preparation, the teacher is required to remember some didactic rules. It is known that the modern pedagogical-psychological teaching emphasizes that the educational process consists of the following didactic component (parts) that are connected with each other. 1. Motives. 2. Learning activities of students. 3. Management of the student's learning activity [2].

In the period of current preparation for the lesson, the teacher should be guided by the nature of the principles of conformity to nature and acceleration of the learning process. Because these principles (rules) stimulate the child's interest, desire and will, and strengthen his mental abilities and his desire to learn [9].

N.V. Kukharev [11] emphasizes that it is necessary to implement "didactic cooperation in the organization of gradually increasing the complexity of the issues of the nature of knowledge in the lesson". This is done as follows.

Teacher activity.

1. Describes a specific problem.
2. Explains the material, activating his own narrative process.
3. Explains the material and the issues that require substantiation.
4. Raises problems without showing how to solve them.
5. Shows the theme of the assignment.

Student activity

1. Listens slowly.
2. Listens, understands the material, answers questions logically.
3. Independently determines the methods of solving problems, compares them in a team discussion.
4. Searches for ways to solve the problem individually, makes a decision as a team.

Such prospective planning allows determining the consistency of didactic goals, distinguishing the leading ideas in the content, the main types of activities, establishing intersubjective connections and thinking up the main equipment of the lesson,



forecasting the results. When preparing for each individual lesson, the teacher performs the following tasks: determines the topic and concretizes the tasks of the lesson; separates the content of the educational material and develops it didactically. Distinguishes leading idea, concept, law, fact, practical information; implies connection with previously learned, logical placement of content; determines the character of students' learning activities, that is, thinks about how to be. Develops this form of preparation. Separates parts of the lesson; teaching methods: problem, practice problem questions, selects and determines the programming elements of the assignment. Selects and checks technical means of teaching; plans the entire lesson process. The lesson plan usually shows the date and number of the lesson, its theme, the main issues of the content of the tasks, the activities of the teacher and the student, teaching methods and tools, the surname of the student to be asked, individual tasks, homework. However, the structure and volume of lesson plans should be based on the qualifications and experience of the teacher. For example, it is useful for every teacher who is just starting to teach to have a detailed plan with the tasks of the lesson and the content of each part.

As the teacher's experience increases, the lesson plan may be shortened. It is also necessary to be able to conduct a well-prepared lesson clearly and effectively. In this case, the following requirements should be followed [6, 7]:

- 1) Start the lesson in a clear and organized way, and for this, everything should be prepared for the lesson in advance.
- 2) To be able to focus the students' attention on the content of the lesson and to keep it active during the entire lesson, to support the interest in the lesson, to set tasks for the students, to keep them always ready

to answer, to diversify the work in the lesson, seeing everyone. asking for everything.

3) Wise use of time in the lesson: preparing educational equipment in advance, placing them correctly, achieving full completion of assignments, avoiding situations that distract students' attention.

4) Observing one's own handwriting. Ideological political beliefs, high morality and culture, speaking and demanding, encouraging, addressing students - all these determine the style of teacher's activity and regulate students' forced work or extreme emotional arousal.

5) Demonstration of entrepreneurship in the lesson, it is necessary to take into account the circumstances or changes in the conditions of conducting the lesson.

The lesson is the main basis of pedagogical activity. In the lesson, the teacher conveys, gives and teaches certain knowledge to the student. In imparting knowledge to them, he expands his activities and increases his knowledge. There are also shortcomings in the methodical works that are used regularly, that is, there are still scholastic situations in the teaching process. Some teachers do not analyze the changes in economic and social life, they ask students for old lessons, that is, repeated topics that are not of interest to students. It is necessary to teach them to think independently and to organize various discussions, question and answers, to teach students to speak a certain text in their own words.

Results and Discussions. Pedagogical cooperation differs from previous pedagogy in that it is the basis for engaging students in learning and differs from previous pedagogy through the work of teachers with students. Another main principle of pedagogical cooperation is to remove fear from students in class, to make them feel calm, free, confident in their own strength. The activities of the teachers in the lesson



consist in the fact that they work together with the students, that is, they cooperate, they put difficult problems in front of the students and explain them, instilling in them a sense of self-confidence. Therefore, when the subject is well studied, the goal is said to be attainable. In this way, the students will not only unite for a certain goal, but will be sure to overcome this challenge. In this case, any innovative teacher defines his base signals differently.

Pedagogy emphasizes that the lesson is the center of learning, around which the thoughts and actions of the teacher are always reflected. In modern educational institutions, it is required to show the activities of pedagogues and students together in teaching, educating and developing students. The organization of educational and educational activities conducted with students in the class in the system of perfected activities is the main direction of today's didactics. Teacher-student cooperation is important in this.

We should teach our children to have philosophical thinking, educate them as thinkers, contemplators, and connect the lesson with life [5]. The emergence of a lesson is the emergence of a thought. It consists of several elements. The most important of them is the program established by the state. Skilled, experienced teachers understand the specific areas of the curriculum and know the details. A good teacher always thinks about the question: how can I pass a certain topic?

During the final preparation, the teacher determines in advance how to conduct the lesson, the planned plan consists of the following elements [8]:

1. Prepares the topic defined by the state program.
2. Connects it to the present.
3. Explains the new one based on the previous material.

The process of interaction between the teacher and the student in the lesson is based on personal communication. The teacher directs and controls the activities of all students in the lesson, without exception, and also supports the interaction and control between the students themselves [16]. The teacher's work in the lesson creates a foundation for all students to master the basics of the subject being studied in the lesson itself. Summarizing the experiences of the best teachers and achievements of the science of pedagogy, it allows to determine the didactic requirements for the lesson. For this:

1. Clarity and inevitability of the main didactic tasks and main elements of the lesson.
2. Unity of educational and educational tasks.
3. It is necessary to choose the most rational methods of teaching that are consistent with the tasks and content of the entire lesson and each part of it, and that ensure cognitive activity and independent activities of students. The use of various teaching methods in the lesson allows to have a comprehensive impact on students, to increase their interest in the lesson, to stimulate their activity and independence.
4. Various forms of training: group, group and individual activities combined with the leadership role of the teacher.
5. Consolidate the activity of students' cognitive activity with the leadership role of the teacher.
6. To ensure that the lesson is connected with previous and subsequent lessons.
7. Taking into account the age of students.
8. Creating favorable conditions for teaching and educating students in class.

The choice of content, system and teaching methods of the lesson is largely determined by the age



characteristics of the students [15]. The younger students are, the less material they can absorb, and the more varied the lesson structure and new methods. Therefore, it is necessary to determine the optimal norm for involving students in various types of activities, extensive use of visualization, introduction of game elements, learning new material and strengthening the previous ones. All this affects the content and structure of the lesson. Lessons conducted with older students are more complex, they can be in the form of lectures, supervision, inquiry, laboratory work [13].

This requirement implies not only the creation of hygienic requirements in the classroom, but also the creation of a favorable psychological environment for the educational process [4]. It largely depends on the characteristics of the group, the team. The group can increase or decrease the self-confidence of some students. If the group is always critical of the thoughts and actions of this or that student, and the teacher ignores them, then this student will be firmly convinced of his shortcomings and will always be passive in the lesson. At the same time, the group can encourage some students to improve the quality of their work and have a positive effect on their work, but if the group is decided in the wrong direction in relation to some students, if the teacher organizes the learning process without thinking enough, the group will not have an effect.

One of the teacher's tasks is to manage the learning process and create a comfortable environment that helps to increase the effectiveness of education in the classroom. All the didactic requirements will give good results in full. According to the didactic task and structure, lessons are divided into the following types [14]:

1. Combined (mixed) type lessons;

2. Lessons for learning new material;

3. Knowledge, skills, skills strengthening classes;

4. Lesson of exercises and practical works;

5. Generalizing, repetition lessons;

6. Laboratory classes;

7. Lessons for monitoring, checking and evaluating students' knowledge.

The type of lesson is characterized by general learning tasks and structure. When determining the type and structure of the lesson, it is usually based on the following leading tasks: learning new material; strengthening of knowledge; summarizing and systematizing what has been learned; examination of knowledge, skills and abilities in solving knowledge and practical tasks; learning new material combined with knowledge consolidation [16].

Conclusion. The main task now is the question of what should be done to develop the personality of students in current educational institutions. The difference between the lesson of the present time and the previous lessons is that the current economic-political situation, scientific discoveries, and culture have their influence. Much can be said about the application of teachers' methods. It should be said that the teacher develops the program of the subject to be studied and determines the didactic issues and the didactic purpose of the lesson. A skilled pedagogue thinks in advance of concrete pedagogical issues that need to be solved in the lesson. Before each lesson, there are issues that educational, educational and developmental goals plan to solve. Educational issues are such that worldview is formed, economic and political events are introduced, patriotic and international ideas should be formed in them. This is done by helping students to develop a sense of responsibility. Responsibility is determined, first of all,



by the student's desire to study and gain knowledge. Management of the educational process is carried out by the teacher. Therefore, it is necessary to carefully prepare for this process. For this, he needs to be aware of various technologies of education. It should not be forgotten that the result will be achieved only if the goal of education and the mechanisms for its implementation are compatible with each other. In the process of preparing for each subject, the teacher should refer to the program, additional resources on the subject, determine the information that should be presented on the main issues of each subject, choose teaching methods and prepare the necessary methodological recommendations, visual aids, equipment, equipment, inventory, etc. All these issues are reflected in the form of a thematic plan, which includes information from the content of educational manuals on the subject.

REFERENCES

1. Бугакова Е.В. Творческое саморазвитие старшеклассника в креативном образовании: монография / Е.В.Бугакова. – Оренбург: НОУ ВПО МТИ «ВТУ», Экспресс-Печать, 2013. – 220 с.
2. Выготский Л.С. Мышление и речь. / Л.С.Выготский. – М., 2012. – 352 с.
3. Гатальский В.Д. Педагогическая пропедевтика как инновационная образовательная система профилактики девиантного поведения учащейся молодежи / В.Д. Гатальский // ЧиО. – 2011. – № 1. – С. 74-79.
4. Гегель Ф. Наука логики: в 2 т. Т.1 / Ф.Гегель. – М.: Книга по требованию, 2014. – 800 с.
5. Гердер И.Г. Идеи к философии истории человечества / И.Г.Гердер; пер. А. Михайлова. – М.: Центр гуманитарных инициатив, 2013. – 768 с.
6. Загвязинский В.И. Теория обучения и воспитания: Учебное пособие для студ. высш. пед. уч. зав. / В.И.Загвязинский. – М.: Академия, 2012. 256 с.
7. Зеер Э.Ф. Модернизация профессионального образования: компетентностный подход: учеб. пособие / Э.Ф.Зеер, А.М.Павлова, Э.Э.Сыманюк. – М.: Моск. психолого-соц. ин-т, 2005. – 215 с.
8. Зеер Э.Ф. Психология профессионального образования: учебник для студ. учреждений высш. проф. образования / Э.Ф.Зеер. – 2-е изд., испр. и доп. – М.: Академия, 2013. – 411 с.
9. Зиновника М.М. Педагогика креативности: прикладной курс научного творчества. 2013. – 212 с.
10. Ильин Е.П. Психология творчества, креативности, одаренности / Е.П.Ильин. – СПб.: Питер, 2012. – 448 с.
11. Кухарев Н.В. “На путях к профессиональному совершенству” М.: Просвещение, 1990, 122 с.
12. Кузнецов В.В. Общая и профессиональная педагогика / В.В.Кузнецов. – 2е изд., испр. и доп. – М.: Юрайт, 2016. – 136 с.
13. Марков С.Л. Творческое управление и управление творчеством в новейшей креатологической формации [Электронный ресурс] / С.Л.Марков. – Режим доступа: <http://geniusrevive.com.ru>.
14. Методология педагогики: монография / Е.А.Александрова, Р.М.Асадуллин, Е.В.Бережнова [и др.]; под общ. ред. В.Г.Рындак. – М.: ИНФРА-М, 2018. – 296 с.



-
15. Немов Р.С. Психология: Словарь-справочник: в 2 частях / Р.С. Немов. – М.: ВЛАДОС–ПРЕСС, 2013.
 16. Педагогика / Под ред. А.П.Тряпицной. – Спб.: Питер, 2013. – 304 с.

