

THE IMPORTANCE OF PEDAGOGICAL TECHNOLOGIES IN THE IMPLEMENTATION OF THE IDEA OF PROGRESSIVE VOCATIONAL EDUCATION

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Abstract - The article substantiates the necessity of application of innovative pedagogical technologies as an effective mechanism of realization of the idea of progressive professional education, is illuminated by experience with the use of modern. The purpose of the conducted research is increase in the professional training level of skilled workers and specialists due to the effective choice of the methodical funds allocated for forming of professional competences based on educational institution.

Index Terms - pedagogical technologies, progressive education, theoretical training and practical training.

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INTRODUCTION

The urgency of applying innovative pedagogical technologies as an effective mechanism for realizing the idea of progressive vocational education is beyond doubt.

The purpose of this article is to identify approaches to solving problems of vocational education from the standpoint of the idea of progressive continuous education, the basis of which can and should be effective innovative pedagogical technologies.

The basic conceptual setting in pedagogy is the subject-subject education paradigm, which considers didactic relations as interaction and cooperation of personalities participating in the learning process. This reorientation of the vocational education system involves the search for new approaches to the organization of the educational process, in particular, equipping it with modern teaching technologies.

"Innovation" of the technological approach means that all training is built up in the mode of subject-subject interaction, it is refracted through motives, value orientations, professional goals and commensurate with them. Thus, the technological approach allows not only "supply" the student with social and professional

knowledge and skills, but also develop in him such personality traits that are in demand for this kind of professional work, to help him find himself in the profession.

The main task of technological development of education is optimization, first of all, management of cognitive activity of the student. Criteria for the effectiveness of teaching students are the content and level of formation of their creative attitude to the learning process. Mastering modern pedagogical technologies will allow university teachers to improve the individual style of their pedagogical activity. Moreover, the basis of the teacher's skill is not only the orientation toward teaching technologies, but also innovative professional thinking.

On the one hand, learning technology is a set of methods and means for processing, presenting, changing and presenting educational information; on the other hand, it is the science of how the teacher influences pupils in the process of training using the necessary technical or information means. In the technology of teaching, the content, methods and tools of learning are interconnected and interdependent. The pedagogical skill of the teacher consists in selecting the necessary content, applying the

best methods and means of instruction in accordance with the program and the educational objectives set. Teaching technology is a system category, the structural components of which are:

- Learning objectives;
- The content of the training;
- Means of pedagogical interaction;
- Organization of educational process;
- A student, a teacher;
- The result of the activity.

The sources of pedagogical technology are the achievements of the pedagogical, psychological and social sciences, advanced pedagogical experience, popular pedagogy, all the best that has been accumulated in the domestic and foreign pedagogy of the past.

Modern pedagogical technologies include: theoretical learning technology, network education technologies, laboratory and practical classes, course design of final qualification works, a network form for the implementation of educational programs, modular training technologies, a training and demonstration complex, practice-oriented training, industrial training, training and production practice, project method and solving production tasks, worldskills (world skills, universal skills), simulation modeling of production processes, etc.

At the present stage of the development of education, the requirements to the theoretical justification of pedagogical technologies that determine the effectiveness of the learning process, as well as the requirements for vocational education workers, which must be able to think and act creatively, develop the same qualities among learners. The ability to innovate becomes an important sign of professional competence, under the new conditions the role of the teacher changes significantly, it becomes a moderator of the educational process, in which new educational tasks are solved with the help of new technologies on the basis of a competence approach. The concept of "technology training" to date is not universally accepted in traditional pedagogy. As a rule, pedagogical technology is viewed as a systematic method of creating, applying and defining

the whole process of teaching and learning, taking into account technical and human resources and their interaction, which aims to optimize the forms of education.

The use of network, information, and distance technologies puts the primary task: transforming the role of the teacher in the educational process. The teacher, from the role of the sole source of knowledge, turns to the status of assistant learner, able to correctly and timely orient the latter in the flow of educational information, to provide assistance and advice in critical rethinking of the received volume of information, its analysis and evaluation. The construction of the basic bases for the modernization of pedagogical education as a whole can be expressed as a model.

The model of the professionally oriented implies the joint participation of the teachers of the educational institution and employees of enterprises in the training of specialists, the development of the sphere of the educational process. Industrialists participate in the coordination and improvement of educational programs, assessing the quality of the provision of educational services and training of specialists, the development of the material base of the necessary educational institution within the resource center for the training, retraining and upgrading of pedagogical workers.

In the long term, following the idea of progressive continuous education, the use of modern innovative technologies and practice-oriented learning, will increase the prestige of working professions, form a competitive personality of the learner through the development of individual professional educational trajectories; to develop and implement a model of professional self-determination of students with professional competencies that meet the requirements of innovative production and provide an international level of professional qualifications.

In all cases, technology is considered as a link between science and practice, because it combines the signs of both and in fact reflects the relationship between them. High quality of education can be provided only on the basis of technological development of the educational

process. In this process, not only the skills of cultural interaction between the trainee and the teacher are developed, but also the character of social relations is formed. Through technology, both subjects enter the context of modern culture, and the learner not only acquires knowledge of the world, but also the ability to interact with the world, build his relationships with him on the basis of the high values of life that are produced by modern culture. For society, learning technologies are an important element of the cultural environment that fosters the emergence of highly professional cadres.

CONCLUSIONS

Pedagogical technology considered as a global one, giving a general theoretical model for restructuring the teaching and upbringing process, creating specific managed. Training systems that are optimal for achieving the planned results, and the technology of education and technology of instruction as specific types of pedagogical technologies, like pedagogical technology in action, in application in practice by the instructor-subject. Within the framework of pedagogical technology, new learning models developed that are invariant for constructing a variety of subject-based learning systems.

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