

# Preparation Of Future Vocational Education Teachers For Methodological Activities In The Universities Of The Republic Of Uzbekistan

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## ABSTRACT

The article discusses the issue of preparing future vocational education teachers for methodological activities in higher educational institutions. It presents materials on the types and tasks of methodological activities, as well as the stages of preparation for methodological work.

**Keywords:** vocational education, methodological activity, vocational education teacher, types of professional activity, types of methodological activity, stages of preparation, “methodology of vocational training.”.

## INTRODUCTION

Modeling the preparation of future vocational education teachers for methodological activities based on the competence-based approach, designing, implementing, and developing the content of methodological training through functional-activity and competence-based approaches, which reflect the interrelation of skills, activities, and competencies in inseparable connection with analytical components; improving methods of developing professional competencies and preparing students for professional activity through the development of mobile applications and software; creating motivational, axiological, methodological, and creative criteria for determining the level of students’ readiness for methodological activities — all these represent pressing global issues.

In this regard, it is important to improve the methodology for developing the competencies of future vocational education teachers and to provide all didactic opportunities for mastering the cognitive, innovative, project, normative-planning, constructive, analytical, and technological levels

of professional pedagogical activity in depth.

In our country, particular attention is paid to enhancing the efficiency of higher vocational education, structuring professional-pedagogical competencies, creating new methodological models of teaching, and applying them in the educational process. Within the framework of higher education reforms, the President of the Republic of Uzbekistan approved the “Concept for the Development of the Higher Education System until 2030” [1], which places special emphasis on such issues as: improving the quality of training specialists in the humanities and pedagogical fields; revising and enhancing curricula and programs in pedagogical education specialties based on advanced international experience; fostering students’ skills in applying modern pedagogical technologies in the educational process; improving the infrastructure of pedagogical education; and ensuring that all general education schools in the regions are staffed with highly qualified professional teachers proficient in foreign languages.

Undoubtedly, another core task of the education sector is the upbringing of a new generation that is essential for today — an educated youth, well-versed in the fundamentals of science and their specialty. From this it follows that today it is necessary to improve the quality and efficiency of teaching in higher educational institutions and to ensure that future teachers possess sufficient knowledge, skills, and abilities in their professional discipline, as well as acquire professional competencies in teaching methodology.

The processes, patterns, and trends of the formation and development of vocational education in our republic, as well as the problems of preparing students for professional pedagogical activities and forming professional competencies, have been thoroughly studied in the works of V.P. Bespalko [2], E.F. Zeer [3], P.F. Kubrushko [4], N.V. Kosyreva [5], A.R. Khodjabaeva [6], N.A. Muslimova [7], Z.K. Ismailova [8], Z.T. Rakhimova [9], and other scholars.

The problem of improving the forms and methods of shaping the pedagogical activities of future vocational education teachers during their studies in higher educational institutions remains relevant today. The first of these problems has a socio-psychological significance and is of a rather theoretical nature, while the second has practical significance and is of a more pedagogical nature.

However, the practical problem cannot be solved without addressing the theoretical issues associated with it.

Of particular importance is the problem of the professional and pedagogical formation of future vocational education teachers, as well as the creation of necessary pedagogical conditions to ensure their professional and personal development in higher educational institutions. In this regard, it is important to develop the pedagogical foundations of the professional development of future vocational education teachers, determine the psychological and pedagogical conditions, and substantiate the criteria that define the level of their professional formation.

The educational process in vocational institutions consists of independent but interconnected theoretical and practical training. This circumstance requires a specific planning and implementation of the educational process and, in most cases, acquires an educational-professional character.

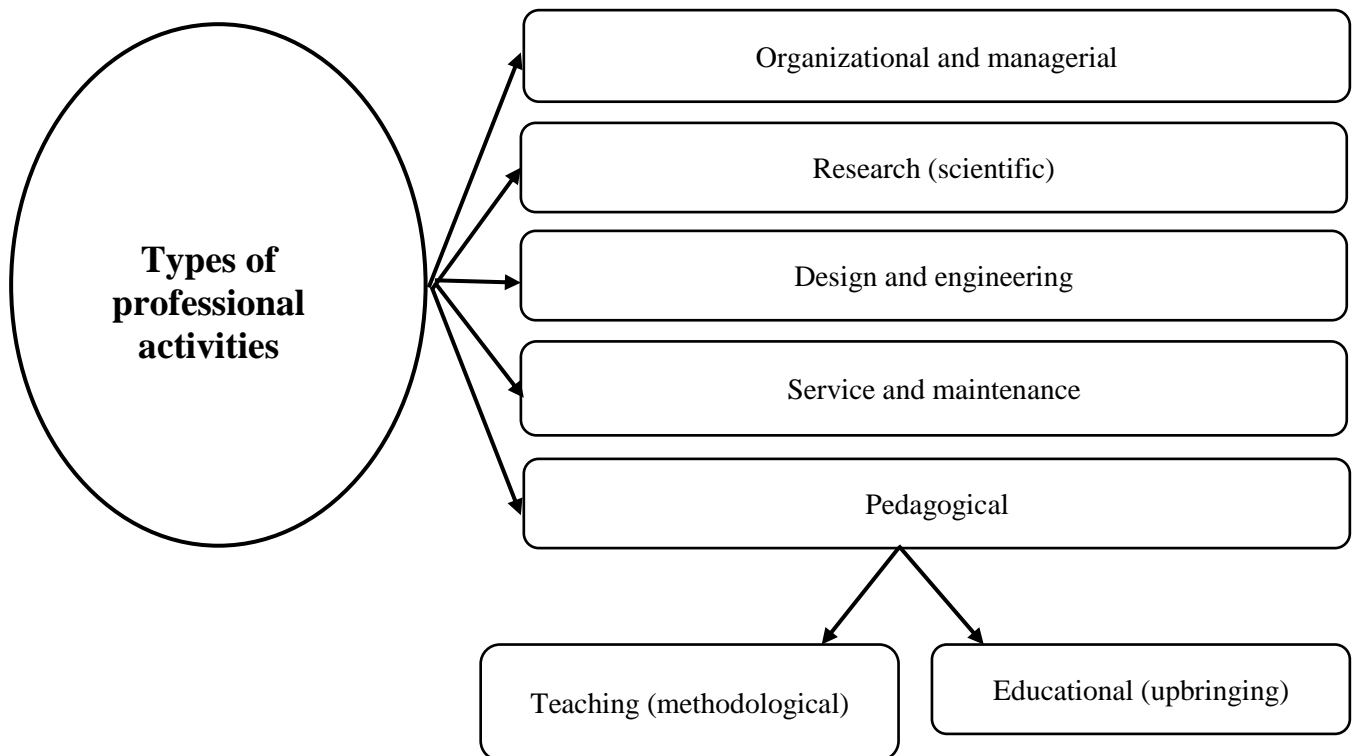
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**Fig. 1. Types of professional activities in the field 60112400 – Professional Education (Mechanization of Agriculture)**

In methodological activity, which is the main component of pedagogical activity, the ways and methods of its implementation represent a complex intellectual process. In modern pedagogical literature, there are at least two perspectives on the definition of methodological activity. In the first perspective, methodological activity is interpreted as activity related to the methodological work of the teacher, didactic teaching aids, and so on. On the other hand, in the second perspective, which we support, methodological activity is interpreted as an independent professional activity of the teacher in designing, developing, constructing, and researching didactic tools that make it possible to regulate the educational process in a specific subject or academic discipline, i.e., activity related to teaching.

The purpose of methodological activity is to serve pedagogical practice.

The object of methodological activity of a vocational education teacher is the process of forming professional knowledge, skills, and abilities.

The subject of methodological activity is various

techniques and methods, as well as ways of organizing the process of introducing and forming new knowledge and skills, taking into account the specific features of a particular academic discipline. It is indirectly manifested through methodological resources (outcomes) created in the context of methodological design and construction.

The tasks of methodological activity include:

project-based activity related to long-term planning of the content of education and the development of learning content, as well as the planning and preparation of educational activities;

constructive activity which includes a system of actions leading to mutual cooperation between the teacher and students in the process of planning a new lesson, as well as in the formation of new knowledge and professional skills and abilities;

normative and planning activity which contributes to the implementation of the conditions of the educational process in an educational institution in accordance with the requirements of educational standards and regulatory

documents;

Methodological activity carried out by vocational education teachers includes:

analysis of academic and curricular documents, as well as teaching and methodological complexes;

methodological analysis of educational material;

planning of systems of theoretical and practical classes;

modeling and designing forms of presenting educational information in the classroom;

designing student activities aimed at the formation of technical concepts and practical skills;

development of methods for teaching academic subjects;

development of types and forms of assessment of professional knowledge, skills, and abilities;

management and evaluation of student performance during classes;

reflection on one's own activity in the preparation for classes and in the analysis of its results.

The listed types of methodological activity, accordingly, do not cover the entire diversity of methodological practice of professional-pedagogical personnel. In the process of methodological training, students acquire those types that ensure the teacher's preparation for conducting classes.

For a vocational education teacher, in addition to mastering professional knowledge, skills, and abilities in their field, an important role is played by their ability to skillfully explain (convey) their knowledge, skills, and abilities to students. The formation of this ability takes place in the process of preparing vocational education teachers for pedagogical activity in higher education institutions.

There are certain differences between the process of training teachers for the vocational education system and teachers for the general secondary education system. In particular, vocational education students in higher education institutions study the methodology of teaching special subjects in relation to 6–7 general professional and specialized subjects provided in the curricula of vocational educational institutions for their specialties. These aspects

specifically require consideration of the peculiarities of preparing vocational education teachers for pedagogical activity.

Therefore, as noted above, future vocational education teachers in higher education institutions must be sufficiently trained to carry out pedagogical activities related to the organization and implementation of theoretical, practical, laboratory classes and educational practice, as well as workshops in these subjects. They must possess the knowledge and skills necessary to take into account the specific features of general professional and specialized subjects in vocational educational institutions.

The first stage involves familiarization with the technology of pedagogical activity, mastering its theoretical foundations (structure, algorithm, etc.), as well as the formation of the necessary motivation for carrying out future activities. This activity is achieved through the study of such subjects as "Introduction to the Specialty", "Physiology and Hygiene of the Age Period", as well as during educational and introductory practice. Each element of their content must be clearly oriented both toward the final results of this stage and the entire process as a whole.

The second stage includes a set of activities related to the study of the individual and the group, diagnostics and consideration of the individual characteristics of students; the transformation of the general strategic goals of the educational process into operational goals, and the determination of its laws and principles. These actions serve as an indicative basis for the next stage.

At this stage, according to previously adopted approaches, the formation of elements of methodological actions begins, which determine the essence of pedagogical training.

It is precisely here that, first of all, a set of actions for designing the educational process is formed, which is an integral component of the pedagogical activity of the future vocational education teacher.

Thus, the set of design actions includes the following aspects: 1) goals and objectives; 2) designing the content of education; 3) designing the optimal educational technology, including the forms of interaction between teachers and students, teaching methods, and the development of the didactic tools used.

These actions are developed during the practical classes of the disciplines “Professional Pedagogy” and “Professional Psychology” and, as a result of a sequence of steps, are brought to the level of independent performance based on external instructions.

This level is necessary for the transition to the third stage of pedagogical training, which creates a solid foundation for the formation of more complex, combined learning activities – methodological actions.

At the third stage, the performance of activities is carried out without detailed instructions, although it still relies on external guidance. At this stage, some elements of actions are reduced, automated, and generalized. For example, in the process of designing an educational technology, the time required for such a process as comparing the characteristics of teaching methods with certain specific conditions is reduced; the student begins to perform operations more quickly.

The substantive area of the third stage consists of such disciplines as “Educational Technologies”, “Methodology of Vocational Training” (Part 1), and the first teaching practice. At this stage, the time needed for performing some methodological elements is reduced, automated, and generalized.

At the fourth stage, the development of activities reaches the level where they can be performed independently (without relying on external instructions) and creatively. Individual elements of processes and actions (especially of a technical nature) become automated and turn into skills.

The content of this stage includes the disciplines “Methodology of Vocational Training” (Part 2, special methodology), “Methodology of Educational Work”, as well as the final teaching and pre-graduation practice, and the final qualification work.

Practical training in the disciplines “Professional Psychology”, “Professional Pedagogy”, “Educational Technologies”, as well as teaching practice as an integral part of each of the four stages, helps to harmoniously implement the principle of final practical preparation, which contributes to the integration of theory and practice in the course of a continuous process.

The effectiveness of achieving the goals depends on the role played by the discipline “Methodology of Vocational

Training” within the system of pedagogical training, whether it is considered as a core or auxiliary subject. For the entire system of pedagogical training, this discipline plays the role of a key, final, and integrative subject, while in other cases, such preparation is ensured differently.

Thus, each of the stages under consideration represents a stage in the development of pedagogical activity and contributes to the achievement of specific goals and objectives that are addressed in the process of completing and teaching part of a discipline, an entire discipline, as well as in the processes of teaching practice, coursework, and creative assignments.

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