



## **Role of the discipline "professional training methodology" in the methodological training of the future teacher**

**Pulat Makhsudovich Makhsudov**

E-mail: [pulat.maxsudov@mail.ru](mailto:pulat.maxsudov@mail.ru)

Tashkent Institute of Engineers of Irrigation and Agricultural Mechanization, Uzbekistan.

### **Abstract**

The states pay special attention to improving the system of continuing education, training highly qualified personnel in accordance with the modern needs of the labor market, increasing the availability and quality of educational services. For modern vocational education, a special type of vocational training teacher is needed - a specialist with a higher education, who has sectoral, psychological, pedagogical, methodological and technological (industrial) training. The article is devoted to the current state of the study of the discipline "Methodology of vocational training" in universities of the Republic of Uzbekistan. The features between the preparation of teachers for professional educational institutions and teachers for the secondary educational system are considered. A comparative analysis of the practice of studying the discipline "Methodology of vocational training" in universities of the Russian Federation and the Republic of Uzbekistan is given.

**Key words:** Vocational education, secondary general education system, teacher of vocational education, vocational college, methodological training, vocational training methodology, general methodology, private methodology.

### **Introduction**

Vocational education institutions have been assigned new tasks to improve the quality and efficiency of training, education and development of future skilled workers (junior specialists). The solution of these problems is possible under the condition of a high level of methodological training of future teachers of vocational education. For a teacher of vocational education, it is not so much the fact of possessing a sum of professional knowledge and skills that is important as the ability to implement (transfer) this amount of knowledge to students. The formation of this ability in universities is carried out in the process of preparing a future teacher of vocational training for methodological activities. The central, systematizing link of this training in universities is the academic discipline "Methods of vocational training", which solves the problems of methodological training of the future teacher of vocational education (Ismailova, 2000; Ismailova & Makhsudov, 2017; Ismailova & Makhsudov, 2018)

When studying this academic discipline, students gain knowledge theoretical and methodological foundations necessary for the active professional activity of a specialist, they will get acquainted with the basics of vocational training methods. The improvement of his professional creativity and the successful formation of the professional competence of students in the vocational education system depend on the extent to which the future teacher of vocational training will master the methodology of vocational training. In addition, they will have formed elements of pedagogical competence in the field of management of the learning process (Akimova, Ismailova, Makhsudov, & Utkina, 2020).

The content, criteria and stages of preparing a future teacher of vocational education for methodological activities have been studied and developed in the studies of Radchenko (2003) and Bessarab (1988) and Zhukova (1987) and Skakun (2003) and Nikiforov (1987) and Sokolov (1986) and Erganova (1989) and Kosyrev (1998) and Kubrushko (2001) and Ismailova (2000) and other scientists.

In the theory and practice of vocational pedagogical education, the concept and model of psychological and pedagogical training has developed, its structure and content have been developed (Bezrukova, 1987; Glukhanyuk, 2005; Zhukova, 1987; Zeer, 2005; Karpov, 2004 and others). By now, the idea of a methodological training as a generalizing-integrating stage of psychological and pedagogical training of students (Bessarab, 1988; Zhukova, 1987; Nikiforov, 1987; Radchenko, 2003; Sokolov, 1986 and others).

In this case, to justify the system of methodological training, they two conceptual approaches - particular methodical and general methodical. In accordance with the first, methodological training is interpreted as preparation for the independent development of private techniques (Nikiforov, 1987; Radchenko, 2003; Sokolov, 1986; Erganova, 1989) and etc. Within the framework of the general methodological approach, it is understood as preparation for the implementation of activities in the field of theoretical and practical training of students in educational institutions of primary and secondary vocational education (Lednev, 2002; Skakun, 2003; Kubrushko, 2001 and etc.).

### **Review of the Literature**

There are peculiarities between the training of teachers for secondary specialized educational institutions and teachers for the secondary general education system. In pedagogical universities, students study the teaching methodology of one (maximum two) academic disciplines. In higher educational institutions of professional and pedagogical orientation, the teacher of vocational education is trained to teach more than 6-7 academic disciplines provided for by the curriculum of vocational colleges.

On the other hand, the complexity of the nature of the methodological activity of a teacher of vocational training is explained by its features, which are associated with the design and organization of the process of training future workers in vocational colleges. It is these circumstances that oblige to take into account the peculiarity of training a teacher of vocational education for methodological activities.

The interrelation of educational disciplines of the psychological and pedagogical block is one of the important factors influencing the effectiveness of the educational process. A clear definition of the place, the correct sequence and interconnection of these disciplines in the curriculum is a necessary condition for the further development of the theory and practice of vocational education. The central, systematizing link of methodological training in universities is the discipline "Methods of vocational training" (Ismailova Makhsudov, 2017; Ismailova & Makhsudov, 2018; Ismoilova & Mahsudov, 2018).

Before starting to study the discipline "Methods of vocational training", students must study all disciplines provided in the curriculum of the psychological and pedagogical block, such as "Professional Psychology", "Professional Pedagogy", "Educational Technologies". Students must have an idea of the content and the corresponding constituent elements of the production activity of a junior specialist (worker) in their bachelor's degree. For this reason, it is advisable to study the discipline "Methods of vocational training" as the final, the final discipline of psychological and pedagogical disciplines.

In the structure of pedagogical knowledge, the vocational training methodology has a special status. Indeed, it is difficult to imagine another branch of pedagogical science that would have such a wide field of activity. After all, the vocational training methodology should teach how to train welders, hairdressers, and tractor drivers. To teach everyone, that is, to embrace the immensity, you need to identify the essential characteristics of the process of teaching a profession in general, and then on this basis you can string the specific characteristics of teaching a particular profession.

Currently, in the Republic of Uzbekistan, vocational education teachers are trained at the Tashkent State Technical University, the Tashkent State Economic University, the Tashkent State Agrarian University, the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers, the Tashkent

State Medical Academy, the Tashkent Institute of Textile and Light Industry, the Namangan Engineering Institute of Technology, Bukhara Engineering and Technology Institute and a number of other pedagogical institutes. The content of training of the discipline "Methods of vocational training" in the above and other universities is organized by curricula and curricula developed by flagship universities.

Comparative analysis of curricula and curricula for undergraduate vocational education areas: 5430100 - agricultural mechanization, 5230100 - economics, 5330200 - computer science and information technology, 5320300 - technological machines and equipment, 5320900 - technology and design of light industry products, etc. show that they have significant differences among themselves. Although the academic discipline is called "Methods of vocational training" in the curriculum, the term of its study by semester, the allotted hours, the content of lectures and practical classes differ from each other. Analysis of the current state of the study of the discipline "Methods of vocational training" indicates that it is necessary to improve the theoretical and methodological basis of this discipline, the creation of a universal curriculum for all areas of vocational education.

Scientists distinguish general and specific methods in the structure of methodological knowledge. The general methodology examines the components of the pedagogical process - goals and objectives, content, forms, methods and means of carrying out professional and pedagogical activities, common to all professions. A private methodology studies the organization of professional and pedagogical activities for the effective solution of problems related to the training of a specific profession.

One of the main problems in the system of training teachers of vocational education is the correct setting of the connection between methodical and technical (type of professional activity) training. There is a current trend when psychological, pedagogical and technical training will be integrated in the process of preparing a future teacher of vocational education.

The practice of studying the discipline "Methods of vocational training" at the Russian State Vocational Pedagogical University, which is the leading vocational pedagogical university in Russia, and a number of other leading universities show that according to the curriculum of the direction of training "Professional education (by industry)", this discipline is to be studied in 6-7 semesters.

In the sixth semester, the discipline is called "Methods of vocational training" (part of the general methodology) and students study the general methodology of vocational education in accordance with tasks that are generally accepted, independent of the specialty, such as: content, subject, goal and objectives of the discipline "Methods of vocational training "; normative legal documents of secondary vocational education; content of secondary vocational education; requirements for a teacher and professional training master; principles of vocational education; organizational forms of training in professional disciplines; methods of teaching professional disciplines; methods of conducting classes using the verbal (oral) method; methodology for the development and use of visual demonstration tools in the learning process; methodology for conducting practical laboratory studies; assessment and control of knowledge, skills and abilities of students; analysis of the lesson and the methodology of its conduct. In the sixth semester, this discipline should be taught by the teachers of the Department of Pedagogy and Teaching Methods.

In the seventh semester, the discipline is called "Methods of teaching types of professional activity" (private methodology) and here they study the private methodology of general professional and professional disciplines specified in the curricula of professional colleges. This part should be led by teachers of the specialized department, since it is necessary to take into account the peculiarities of the specialty of the future junior specialist (worker). And at the end of the second part of the discipline, students must complete coursework on designing a given topic. The study of this discipline in two parts (general and private methodology) in the 6-7 semester should be successively continuing.

### Conclusions

This means that the content of the discipline "Methods of vocational training" as a whole should answer the question: "What does a student need to master in order to be able and ready to independently carry out methodological activities in the process of implementing theoretical or practical training?"

With the above, it can be said that preparation for the methodological activity of a teacher of vocational education is an important component of pedagogical activity, it is aimed, first of all, at the formation of students' professional knowledge, abilities and skills, as well as related qualities of an activity nature, abilities, interests, etc. In this aspect, the correct organization of the study of the discipline "Methods of vocational training" in universities is a priority.

Assessing the experience of methodological training of teachers of vocational training accumulated by the system of higher pedagogical vocational education, it should be admitted that the theoretical foundations of methodological training have not yet been fully developed, therefore the didactic system of its implementation, implemented in educational institutions mainly on an empirical basis, is not effective enough. In other words, in the theory and practice of vocational pedagogical education, the problem of methodological training (its structure, content, organization of technology) remains still unresolved.

Thus, there is a need for a scientific justification of the goals, content and technology of methodological training of teachers of vocational training as one of the conditions for increasing their professional competence and mobility. All this makes it necessary to analyze the existing approaches and views, their scientific assessment and develop a concept for the further development of the theory of methodological training.

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