



 Research Article

THE FUNCTIONAL ROLE OF SPECIAL SUBJECTS IN PREPARING STUDENTS FOR PROFESSIONAL ACTIVITIES BASED ON A COMPETENT-MODULAR APPROACH

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ABSTRACT

The article describes the functional tasks of special subjects in the formation of professional competencies in the teaching of special subjects in professional educational institutions, the principles of teaching special subjects in modular education, the organization of theoretical and practical training.

KEYWORDS

Education, pedagogy, technology, special subject, professional, module, professional competence, skill.

INTRODUCTION

In the world, teachers face an urgent task, namely the development of methods and means of developing the preparation of students of educational forms for professional activities, as well as modern learning theory. In addition, the development of students' readiness for professional activities activates the need to review the work of all subsystems involved in this process, requires the introduction of new approaches and principles. The modular-

competent approach is widely used in international pedagogical experience. The modular-competent approach is a model of organizing the educational process, in which the educational goal is the totality of the student's professional competencies, and the modular construction of the content and structure of vocational education is used as a means of achieving it.

Today, modular learning is widely used in the education system. During modular training, the use of certain pedagogical technologies is required. In this process, the teacher must direct students to learning activities, create in them a propensity for this activity, organize, coordinate and advise their learning activities. This technology embodies all the advanced experience accumulated in the theory and practice of pedagogy.

Main part. When switching to modular training, the following goals are pursued: ensuring the continuity of training (between subjects and within the subject), individualization of training, creating sufficient conditions for self-learning of educational material, accelerating learning, achieving effective mastering of the subject. Modular education is based on a number of ideas. These are: students must acquire and assimilate knowledge on their own, and the teacher must manage their learning activities.

In the process of teaching students of the direction "Design and technology of light industry products" in specialized disciplines, in order to determine the pedagogical conditions for the development of skills specific to construction work, it is necessary:

- the necessary knowledge, instructions and skills to meet their own and others' needs;
- awareness of one's own values, instructions and skills;
- development of self-awareness, self-determination, self-realization and self-organization;

- develop understanding of oneself and others, sensitivity to social problems;
- develop a sense of belonging to a group and society.

According to N.Sh. Almetov, the initial skills and abilities of students are formed in special subjects. Primary skills - at the first stage of training and production, in the implementation of effective skills that make up the independent adaptation of new methods of work to the conditions for the formation of professional skills and qualifications of students, they are mainly based on the following didactic principles [1].

We have explained these didactic principles as follows:

- 1) "determination of general and professional competencies that are supposed to be formed among students in the course of practical classes in the special subject being studied;
- 2) the formation of students' ideas about their professional abilities in the professional field;
- 3) educational content based on didactics, mainly enhancing the mutual cooperation of education and production, i.e. creation of a quasi-professional environment.

It is one of the parts that make up an integral system of continuous professional training in the field of teaching special subjects, it forms professional and general educational competencies that ensure the effectiveness of the work of future specialists.

The level of quality education in special subjects is of great importance in the development of the general and professional competence of future specialists. Special subjects form the basis of training in the acquired profession and include competencies related to this profession.

One of the main tasks of the block of special subjects is the creation of a set of skills and knowledge that must be professionally formed in the technical or technological processes of a particular profession. The main goal of this subject block is to form the core of training future specialists for professional activities, as well as to create conditions for the unhindered entry of future specialists into practical activities. At the same time, the content of the subjects included in this block, the goals and objectives of training, methods, forms, means, organization, venue, equipment and allocated time differ from blocks of other subjects and general subjects, because this block is important in preparing future specialists for professional activities. Therefore, the priority task of vocational education is always to provide the material and technical base, educational and information support and professionally qualified teachers in the training of future specialists [2,3].

The block of theory and practice is of great importance in the teaching of subjects included in the block of special subjects. For this reason, it is necessary to take into account the introduction of an educational-informational-methodical complex and related multimedia educational technologies when creating educational-methodical complexes from special subjects. In

vocational education, practical knowledge, skills and abilities take no less place than theoretical knowledge, and, of course, their goal is to create and implement effective ways to prepare future specialists for professional activities.

When preparing future specialists, it is necessary to give knowledge in special subjects using modern educational technologies with a scientific approach, because the general and professional competence of specialists is formed and developed through the knowledge given in their special subjects. From this point of view, when teaching special subjects, students are encouraged to gain knowledge, self-improvement, advanced training, and the application of theoretical and practical knowledge directly in practice. [5,6].

It is very important to choose the optimal methodology for mastering each subject and each topic when planning training sessions in special subjects. It is advisable to consider the permissible elements of learning as an integral system in interaction: the purpose of the lesson, the content of the material, the management method, the activities of the teacher and the student, the means of activity, the quality of the result obtained. For the methods used in each training, the pedagogical system has its own characteristics. The main type of learning in which the teacher leads the formation of concepts and behavior, and the way it is carried out, depend on pedagogical experience and skills. The continuous study of this process is determined by mastering the teaching profession by mastering a

set of pedagogical technologies and their optimal forms.

Preparation and adaptation to certain aspects of the process of modular training in special subjects is carried out taking into account important information.

Assessment of the state of students, familiarity with the conditions of study, a good knowledge of clothing production - all this is considered the first conditions for theoretical and practical training.

The conditions of theoretical and practical training can be determined using the following 3 methods of analysis.

- student analysis (student-oriented)
- analysis of conditions (for the purpose of organizing training)
- special area analysis (focused on educational material)

When analyzing students, the teacher should have information about the knowledge, level of proficiency and learning, and abilities of each student. As students apply their previous knowledge and prior experience during practice, they also express their confidence. Their learning abilities, personal circumstances, gender and age have a certain influence on the educational situation. Every person and every student group is different, so there are always new situations. They, in turn, must be mastered by the teacher. As a result of classifying students by ability, the teacher can recommend individual students to master the subject individually.

If student analysis is not done, it can lead to incorrect grades, especially in problematic situations.

The analysis of the conditions should include important information on the organization and creation of the conditions necessary for conducting theoretical and practical exercises in the module.

Legal terms are associated with documents related to the educational process, such as curriculum and modular curriculum.

The organizational conditions include the following necessary requirements for the organization of theoretical and practical training in the module:

- choice of place of study (checking the condition of classrooms and training workshops)
- time and duration of classes and practical exercises;
- preparation for practical demonstrations;

Technical conditions - these conditions are inextricably linked with the availability of technical facilities, audiovisual facilities, teaching and learning facilities, as well as the availability of electricity, water, atmospheric pressure, etc. The teacher of practical training must make sure that the necessary conditions are in place and that the technical means can be used at any time.

Special industry analysis. If the teacher is preparing to teach for the first time in his educational activity (for example, sewing and

knitting), then he must have an idea of the total volume and elements of the content component of the special area that he wants to teach.

When teaching special subjects based on a modular methodology, it is important to determine the purpose and content of the subject. Its continuation is the definition of learning objectives and the content of the modules. Learning objectives define the knowledge, skills and personal qualities that the student must achieve as a result of learning at the end of the module. The learning objectives of the module should be developed based on the types of professions, special requirements, skills and knowledge indicated in the professional description of each profession of the industry standard.

The method of setting learning objectives in modular learning has its own characteristics, namely that the learning objectives are expressed and clearly visible in the actions of students, and are also determined by measurable results (also called learning objectives).

In order to be able to measure, define and repeat learning goals, it is necessary to know the criteria for achieving each goal, that is, the goal of education must be set in such a way that an unambiguous conclusion about its achievement can be made.

Theoretical and practical lessons in the module are educational processes aimed at achieving specific goals. These processes are carried out to achieve specific learning objectives.

Based on the above ideas, we analyzed the goals and objectives of all special subjects. These analyzes will become the basis for the correct formation of educational results for us.

The professional competence of a specialist is formed on the basis of theoretical knowledge and as a result of practical activities. Future specialists acquire the necessary knowledge in the course of their professional activities through theoretical and practical training. The possibility of practical application of the knowledge gained in these subjects is carried out in educational practices and production practices. [9].

CONCLUSION

Competencies are consolidated during practical training. At the end of the subject, the student's knowledge is checked with the help of tests. Thus, the subjects of each module are conveyed to the students, knowledge and skills in this subject are formed, and the personal qualities of the future specialist are formed.

The effect of the modular teaching method is that such lessons are meaningful and interesting, and active cooperation between the teacher and students is ensured.

When defining the learning objectives of the module, it is necessary to describe how the student should behave and act so that the goal is immediately clear,

therefore, it is necessary to show the main expressions for each block of the module separately. It will be necessary to establish each



basic phrase, the depth of study. That is, the student must master some basic expressions at the level of knowledge, use others, evaluate some basic expressions.

The clearer the learning objective of the module, the easier it is to assess the level of achievement. The more we can clarify the learning objectives of the module, the closer we will be to achieving them. The most commonly used indicators in the field of practical training include: conditions; quality; quantity; time. It is difficult to describe the quantitative assessment of the problem. Therefore, when expressing learning objectives, there are differences between verbs denoting action and action, not denoting action. Expressed learning objectives are also available. If such teaching materials are used as described at the application stage, it can be assumed that the learning objectives mentioned will be achieved.

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