



PEDAGOGICAL STRATEGIES FOR STUDENT PREPARATION TO PROFESSIONAL ACTIVITIES IN PROFESSIONAL EDUCATION

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Аннотация: В статье изложены педагогические стратегии подготовки студентов к профессиональной деятельности в профессиональном образовании.

Ключевые слова: образование, остратегия, педагогика, профессиональная деятельность, студент, преподаватель, подготовка.

Abstract. The article presents pedagogical strategies for preparing students for professional activity in professional education.

Key words: education, strategy, pedagogy, professional activity, student, teacher, preparation.

The modern world is saturated with various information sources that require detailed consideration. This process is most successfully carried out through the integration of science and production, development scientific and technical information, scientific and innovative ideas, operational development and launch of startup projects, expansion of professional activities and gradual improvement of the requirements of the professional standard with regular dynamic changes.

The education system of Russia, the USA, Europe, South Korea, China, Singapore, and Japan leads the world in the application of new pedagogical strategies in education. Therefore, it is important that the specialists of the leading higher educational institutions in the TOP 1000 be distinguished by their competitiveness, demand in the international labor market, and possess the necessary competencies in the field of production.

According to the pedagogical theories of world scientists, educators and practitioners, continuity, logic and need-based education

in the development of professional readiness of students of higher professional education, the effectiveness of the education system through the use of various methods and means of teaching, taking into account the pedagogical, psychological, economic, social, individual abilities of the student is inextricably linked with the creation of technologies, creative environment and educational space for the full realization of their abilities. In this regard, there is a need to ensure the continuity of training in vocational education, the development of educational processes and the orientation of the content of pedagogical disciplines on practical skills.

As part of the fundamental changes in the higher education system of our country, the President of the Republic of Uzbekistan approved the "Concept for the development of the higher education system of the Republic of Uzbekistan until 2030" [1], in which special attention was paid to the issues of "ensuring consistency and consistency of programs of general secondary, secondary specialized and higher education in order to achieve continuity of education, increasing attention to the quality of training in the field of humanities and pedagogical sciences, revision and improvement of curricula and programs in the areas and specialties of pedagogical education based on advanced foreign experience, the formation of students studying in this field, the skills of applying modern pedagogical technologies in the educational process,

improving the infrastructure of pedagogical education, providing highly qualified professional teachers who speak foreign languages to all secondary schools in the regions."

According to the President of the Republic of Uzbekistan Sh.M.Mirziyoyev, "at the moment we see how sharply competition is developing

on a global scale. We can adequately respond to this fierce competition only through the widespread introduction of the achievements of modern science, high technologies and innovations" [2].

It follows that the quality and effectiveness of teaching in research conducted in the higher education system, the high potential of teachers and their professional competence, as well as the search for a decent place in the labor market are considered important in the development and implementation of pedagogical strategies harmonized with modern educational trends.

The scientific literature presents various strategies for the professional training of teachers. Moreover, the relevant strategies are studied using the example of professional training of future specialists in various branches of professional life. For example, S.U.Ibragimov [3] in his doctoral dissertation divided pedagogical strategies into two groups: strategies of a team approach and strategies of an individual approach.

The strategies of the team approach include: negotiation strategy, communication strategies, dialogue strategy, mediation strategy, mutual assistance strategy, arbitration strategy.

Individual approach strategies include: consensus strategy, introspection strategy, coping strategy, incentive strategy, psychological support strategy, analysis strategy, my role-playing strategy, game strategy.

Professor H.I. In her doctoral research, Tozhiboeva focuses on the following pedagogical strategies: "Position – basis – example – result", "Association of concepts", "Good – bad" [4].

Associate Professor, Lieutenant Colonel Sh.Kh.Jabbarov believes that "the strategy of strength is in unity" [5].

In our opinion, pedagogical strategies for preparing students for professional activity in vocational education are very extensive. These include: the orientation of students towards the formation of academic success, the stability of moral satisfaction with the chosen aspect of professional activity, the focus on mastering communicative and organizational qualities, the importance of the cognitive component in students.

In the pedagogical strategy of the formation of professionalism among students, E.N. Kholodova [6] places a great emphasis not only on the development of professionalism of the individual, but also on the development of professionalism of activity.

E.M. Nikolaeva [7] identifies several stages in the pedagogical strategy of professionalism formation. At the first stage, the main attention is paid to the development of psychophysiological stability, as well as general endurance. Training resources at this stage are also focused on developing the ability to force various kinds of natural and artificial barriers. At the second stage, skills of rapid action in a team or group are developed, dexterity is formed, as well as a number of strong-willed and emotional qualities. The third stage is associated with the development of techniques of professional activity for the elimination of various kinds of natural and natural elements. Attention is paid to the development of resistance to stress and fear, and against the background of a possible high degree of fatigue.

In our case, we considered it necessary to start building a pedagogical strategy by defining its target bases. So, in particular, in determining the purpose of the relevant strategy, we focused on the use of meaningful and organizational and pedagogical resources for professional training of students.

It is assumed that the formed personal and professional qualities will be sufficient to carry out the main activities to provide support to students and at the same time be resistant to social frustrators.

We have identified three stages in the pedagogical strategy:

At the first stage, attention was focused on the systematization of students' ideas about professionalism as a phenomenon and professional characteristic. Moreover, in understanding professionalism as a characteristic, students relied on the requirements of professional standards. Also at this stage, a significant place was given to determining ways to develop professional motivation among students. In addition, attention was paid to the formation of a stable desire among students to improve themselves both personally and professionally.

At the second stage, the definition of the disciplines of the curriculum is carried out, which to a greater

extent have pedagogical potential for the formation of professionalism. The study of pedagogical disciplines allows students to deeply understand the age and physiological characteristics of students who require support and support. Within the boundaries of the second stage, the choice of ways to optimize the educational process through the inclusion of modern educational technologies is also carried out. Among such technologies, we have identified digital, health-saving, visual-graphic and training technologies. We especially note the potential of visual and graphic technologies, which are appropriate to use along with digital tools. The expediency of using such technologies is determined by the psychological characteristics of a modern student.

Accordingly, in order to assimilate the material most effectively, it will be useful to process it into visual models. These can be diagrams, pictograms, and various animations. Such systematization of information, on the one hand, is better perceived, and, on the other hand, is better remembered.

The third stage involves the active application of various methods of professionalism formation in the educational process. Among the most productive methods, we would name solving situational problems, performing kinesiological exercises, using training techniques, brainstorming, debates, introspection of one's knowledge and competencies, etc.

An important addition to the pedagogical strategy for the formation of professionalism among students is the pedagogical conditions:

The first condition is to use the potential of professional activity. It is, of course, about students gaining experience in this kind of activity already at the stage of vocational training in a higher educational institution.

The second pedagogical condition concerns the use of the potential of mass media in order to attract students' attention to various problems. In this case, it is assumed that students will develop the practice of interacting with the media precisely in terms of achieving this target setting, which contributes to improving students' communication skills.

The third pedagogical condition allows for the possibility of involving students in familiarization with successful practices of popularization of teaching experience. Moreover, we can talk about successful work experience or practice that exists not only in our country, but also abroad.

We believe that the implementation of this condition is a reliable way to overcome the emotional burnout of future specialists, since it is seen in terms of the development of emotional and volitional regulation.

The experimental data obtained confirmed the high effectiveness of the pedagogical strategy for the formation of professionalism among students. Recommendations were given on its wide use in the system of professional training of future teachers. Certain elements of pedagogical strategies were recommended for use in the system of professional development and professional retraining of practicing teachers. The pedagogical strategy for the formation of professionalism has determined its objectives, stages of the implementation of goals and objectives, pedagogical conditions for the implementation of pedagogical strategies.

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