

**Forming the pedagogical skills of future vocational teachers to organize  
a quality educational process**

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***Abstract.** The article analyzes the issues of self-training of students. The definition of the concept of self-training is given using a well-known anthology.*

The need to develop independent education as a type of education is based. The principles and characteristics of the organization of independent personnel training in higher education institutions were defined.

**Introduction.** The modern world is about to enter the post-industrial or information stage of its development. Production is becoming more technological, more modern, more demanding to the skills of specialists. Graduates must first of all have the necessary skills that are mandatory in the performance of professional tasks. The volume of information is updated very quickly. According to various sources, the doubling of the volume of all scientific data occurs every one and a half to two years. Thus, it becomes clear that the entire system of professional education needs to be fundamentally reconstructed. The educational content also needs revision. The knowledge that university graduates received 10 years ago did not correspond to the reality they faced. The technological revolution puts different tasks before education. One of the priority tasks is the formation of a competent, competitive specialist equipped with the necessary tools in the professional field.

Accumulation of knowledge by mankind, the concept In addition, many new branches and, accordingly, new professions and specialties that did not exist before will appear. Another factor that motivates the revision of the system of higher professional education is the process of global integration. In the context of globalization, there is a tendency to combine professions and the content of their training. Exchange of experience, knowledge and experts is becoming one of the

criteria of development. Taking into account the dynamics of continuous education throughout life, the accumulation of knowledge by mankind, the understanding. In addition, many new industries and, accordingly, new professions and specialties that did not exist before will appear. Another factor that motivates the revision of the system of higher professional education is the process of global integration. In the context of globalization, there is a tendency to combine professions and the content of their training. Exchange of experience, knowledge and experts is becoming one of the criteria of development. Given the dynamics of lifelong learning, it is gaining relevance.

It is impossible to implement the principle of continuous education without strengthening the role of independent work of students at the university, in which independence is formed as a personal characteristic, and the way of action to solve educational and professional tasks is mastered. This is the urgency of the matter. In the process of restructuring, local higher education does not set uniform requirements on how to organize the independent work of students. Therefore, the experience of universities trying to meet the requirements of the times can be considered useful. On the basis of this experience, the given problem of the compliance of the organization system is the rules of education. Currently, students' activity and interest in their knowledge is low, which affects the quality of their training. Increasing the share of independent work is necessary for personal and professional growth. Formation of cognitive independence skills among students and graduates of higher educational institutions is becoming one of the priority tasks of higher professional education. Therefore, the task of teachers is to create conditions for students to see the perspective of their profession. The formation of general educational skills and abilities of students is the basis of the success of further development of the specialty.

**Main part.** In higher educational institutions (including universities with a traditional education system), in addition to the lecture format, seminars, practical and laboratory exercises, colloquiums, etc. are used. They perform the function of increasing student activity by strengthening and checking the level of mastery of educational material in the process of dialogic, interpersonal communication between

the teacher and students. The effectiveness of the university educational process depends on the system of methods and educational tools used by the teacher, taking into account the professional characteristics of the educational institution, their mutual relations and unity. The priority form of organizing the educational activities of university students is the scientific-research work carried out in the process of writing their coursework, final qualification, and diploma projects. It is aimed at professionally oriented scientific creativity. This is where the real professional development of high school students as future specialists begins.

The modern university is gradually becoming a center of scientific thought. The analysis of sociological literature shows that more than 70% of new scientific information comes from the walls of higher educational institutions. The center of the research approach in university education is a well-defined educational policy, which aims to ensure the integration of fundamental science development perspectives and professional training of students. Independent work consists of several components, the implementation of which allows us to talk about the formation of certain competencies in students. The performing component requires a certain level of basic knowledge and skills from the student; develop the ability to analyze, synthesize, compare, abstract, generalize; information processing skills (reading speed with a high level of understanding of the text, note-taking, summaries, reports, etc.). The reflexive component includes the ability to determine the boundaries of the known and unknown to obtain missing information, the criticality of actions and skills, knowledge of one's own capabilities and possible changes in the objective world and in oneself. includes the ability to cross-link. activities and tasks solved in this case

The organizational component includes the following skills: determining the volume of work performed, distinguishing work stages. setting goals and tasks at each stage of activity, setting aside time for the task, organizing the workplace, attracting additional funds for independent performance of the task. In addition, this component includes a certain level of formation of self-management skills. The control component includes the ability to evaluate both the quality of the final product and

individual stages of independent work, the ability to choose appropriate forms and methods of evaluation.

### **CONCLUSION**

Thus, in order to successfully organize the independent work of pedagogic students, it is necessary to fulfill all the conditions, principles and stages presented, and at the same time it is possible to determine how well the organization of independent work of students meets the modern requirements of (pedagogical) science. education and its characteristics.

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