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ORGANISATION UND DURCHFÜHRUNG UNABHÄNGIGER PRAXISORIENTIERTER INDUSTRIELLER PRAKTIKEN IN BERUFLICHEN BILDUNGSEINRICHTUNGEN

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Kurzfassung: In der beruflichen Bildung werden Vorschläge und Empfehlungen für die Gestaltung und Durchführung von betrieblichen Praktiken gegeben, die auf selbstständiges praktisches Handeln ausgerichtet sind.
Schlüsselwörter: berufliche Bildung, industrielle Praxis, Wissen, Qualifikation, Fertigkeit, praktische Kompetenz.

ORGANIZATION AND IMPLEMENTATION OF INDEPENDENT PRACTICALLY ORIENTED INDUSTRIAL PRACTICES IN VOCATIONAL EDUCATIONAL INSTITUTIONS

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Abstract: In vocational education, proposals and recommendations are given for the organization and implementation of industrial practices oriented towards independent practical activities.
Keywords: professional education, industrial practice, knowledge, qualification, skill, practical competence.

Changes taking place on a global scale create the need to train qualified and competitive personnel. In the system of professional education, the task is to increase the quality of education, to introduce an innovative approach to the educational process, and to introduce modern forms and methods of education in the training of personnel at the level demanded by the labor market. International experience in the development of professional education shows that the organization of industrial education focused on independent practical activities is of particular importance in the preparation of future professional personnel.

Based on this, in foreign countries with developed professional education, special emphasis is placed on the creation of pedagogical conditions for directing students to independent practical activities and the use of advanced innovative educational methods in the process of industrial education.

The process of industrial practice consists of the mutual unity of practical teaching and practical learning processes, in which professional knowledge, skills and abilities are acquired by learners, that is, the educational goals are embodied in the educational content, and the educational content is determined by the methods,

forms and tools that implement it. This process is always related to practical production.

In our understanding, industrial practice is considered part of vocational education, which focuses not only on the developing effect of each student, but also on his/her development and real progress as a main goal. In industrial practice, knowledge, skills and abilities perform not only the function of independent goals, but also the function of tools in the process of development of the future professional.

Based on the analysis of the content of the topics included in the program of practical training of pedagogical students in the profession "Economic manager of a preschool educational organization", the professional knowledge and skills that need to be acquired in industrial practice are determined, it is aimed at comprehensively expanding the professional competencies of students in order to prepare future specialists for professional activity.

In the content of this industrial practice, it is envisaged to fulfill the qualification requirements for the duties of the positions and the types of activities that the students should have in the field of preschool education in the Republic of Uzbekistan.

On the basis of the methodology we offer, students learn a specific activity section in a sequence, based on the profession they will acquire during the course of production practice and the level of its mastery. This is one of the differences from today's traditional practice process. In traditional industrial practice, it is based on a diary of practice, and our proposed work practice, which is oriented towards independent practical activities, is carried out on the basis of a workbook. Below we present the difference between a practice diary and a workbook and the advantages of a workbook (Figures 1, 2).

Figure 1. Procedure for carrying out traditional industrial practice based on practice diary.

In traditional industrial practice, in an organization on the basis of the diary of practice, the directions of industrial practice are determined by the educational institution, and the practice is carried out on the basis of the program hours allotted

for industrial practice. At the end of the internship, the students prepare a general report on the work done during the internship and defend it in the established order.

However, the industrial practice focused on independent practical activity is carried out in an unconventional way through a workbook.

In this process, the student identifies partner organizations with leaders in areas of practice identified by the institution through a developed workbook. Since our research work is carried out by the profession of "Business Manager of a Preschool Education Organization", here we can involve local banks, tax authorities, utility companies, etc. as partner organizations. In this process, production practice is carried out according to the program, based on the allotted hours.

Figure 2. **The procedure for conducting independent practical activity-oriented industrial practice on the basis of a workbook.**

In an independent practical activity-oriented practice, each partner organization integrates the industrial practice and each activity is evaluated. The practice period is distinguished by the fact that students are oriented towards practical activities, independence, systematicity, and personal orientation. This means that in pedagogical colleges, a specialist who meets the requirements of the time is not only a specialist who knows and has mastered his/her specialty, but also one who can think independently, who can evaluate his professional potential, who has the skills to achieve goals independently, who can direct the application of the acquired knowledge and skills in practical activities, professional competence is important in training a specialist.

It is known that active learning and independent activity require effective use of all types of independent work. It is necessary that student's independent work is manifested in all forms of the educational process. The main goal of the student's independent work is to form and develop the knowledge and skills necessary for student to independently perform certain educational tasks under the guidance and control of the teacher.

At the end of the industrial practice, students perform general test tasks, summarizing the knowledge they have acquired in each activity during the practice period. Recommendations will be given to those who have achieved good results based on general assessment of practical skills and test results obtained by practice areas.

In pedagogical colleges, we will introduce the organization and conduct of experimental work based on the industrial practice oriented to independent practical activity, as well as mathematical statistical processing and analysis of experimental work.

The purpose of the experimental work was to determine the level of effective use of pedagogical conditions that allow the development of professional skills of the future specialist through the organization of industrial practice oriented to independent practical activity in pedagogical colleges.

During 2019-2021, experimental work was carried out at Pedagogical Colleges of Karakol, Margilon, Koshrabot, Yangierand Okdarya.

Experimental work was conducted using two different methods, and the levels of professional competence of students of both groups were compared. In addition, the content of industrial practice, conditions of transfer and methods were selected. Before preparing students for industrial practice, it is important to determine the initial state of their professional competence based on the knowledge they have acquired in general and special subjects. It allows determining all aspects of the educational process, diagnosis includes the following: - control: identification, measurement, assessment; - collection and analysis of statistical data; - determination of changes and goals; - predicting the further development of the process. During the experiment, industrial practices were organized using the "Case study", "Flipped Classroom", and "Zone of Proximal Development" methods. In determining the level of professional competence, test questions of the reproductive, productive, semi-research, creative (creative) levels, a set of tasks of three levels, i.e. level 1 - very simple professional tasks; Level 2 – professional tasks of medium difficulty; Level 3 - difficult professional tasks have been developed.

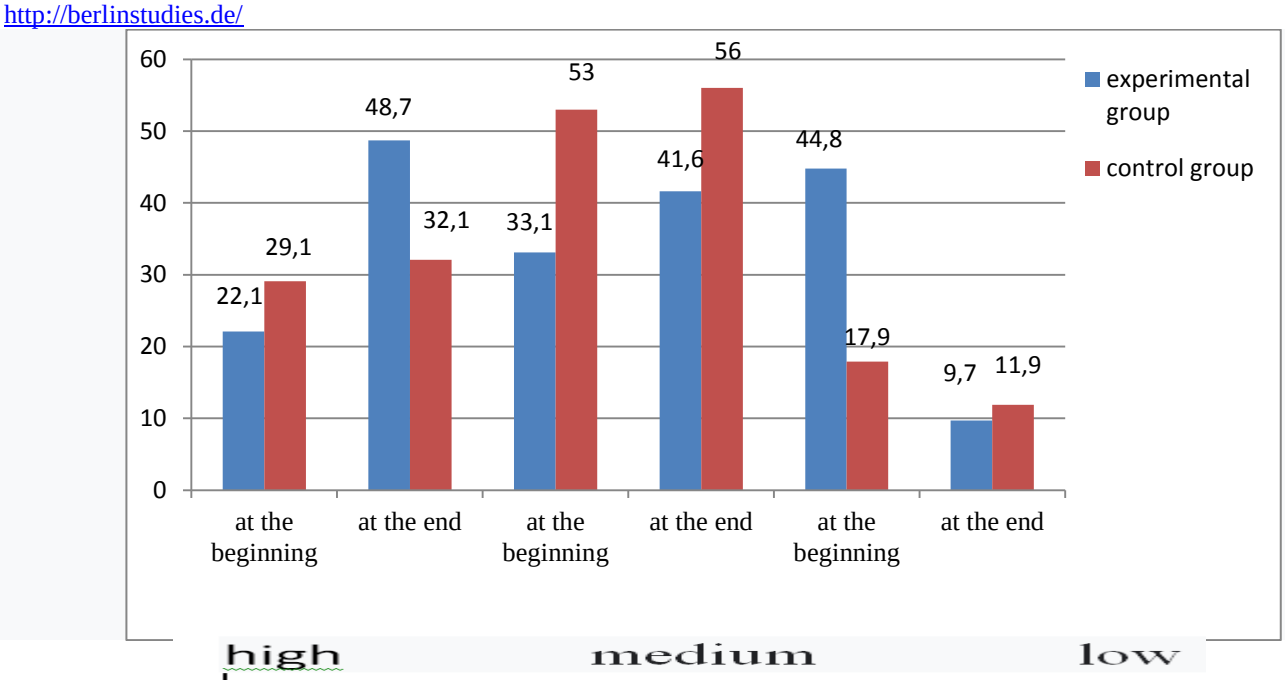

Figure 3. Dynamics of professional competence levels of students in experimental and control groups.

At the final stage of the experimental work, the final results from the experimental and control groups were obtained and compared.

It can be seen that high grades, which have been confirmed in the results of experimental work, have increased from 22.1% to 48.7%.

Based on these indicators, the results of the experiment conducted to determine the efficiency of the students in the organization of independent practical activities based on the author's methodology, the average learning in the experimental and control groups were analyzed using the Student and Pearson x2 mathematical-statistical method.

Thus, the statistical analysis of the effectiveness of the experimental work conducted to determine the effectiveness of the students in the organization of independent practical activity-oriented industrial practice based on the author's methodology revealed that at the end of the experimental work in all professional educational institutions, the level of knowledge of the students in the experimental group compared to the control group 1.18 (18%) had a higher rate. This shows that the conducted research work is effective.

It was determined that one of the urgent tasks is to train specialists with professional skills who can meet the requirements of the modern labor market.

The task of increasing the level of professional training of students requires strengthening the role of industrial practice and, accordingly, developing its content and theoretical foundations of organization.

The use of innovative educational methods aimed at increasing students' motivation, self-development, self-assessment, independent work, critical analysis, individual and group work skills, and professional skills development, encouraging solving problem situations and it was determined that the time standards for its stages should be properly distributed.

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