

MASSNAHMEN ZUR BEWERTUNG UND VERBESSERUNG DER BERUFLICHEN UND PÄDAGOGISCHEN KOMPETENZ DER MEISTER DER PRODUKTIONSAUSBILDUNG

Uralov Sirojiddin

Basisdoktorand (PhD) des Instituts für pädagogische Innovationen, professionelles Bildungsmanagement und Umschulung von pädagogischem Personal und deren berufliche Entwicklung

Abstrakt. Dieser Artikel enthält die empfohlenen Maßnahmen, Kriterien zur Bewertung von Kompetenzen und Empfehlungen für professionelle Bildungseinrichtungen, um die pädagogischen Schwierigkeiten der in ihnen tätigen Master of Industrial Education zu überwinden, ihre pädagogische Diagnose und ihre fachliche und pädagogische Kompetenz zu verbessern.

Schlüsselwörter: professionelle Bildungseinrichtungen, Master of Production Geschmack, pädagogische Schwierigkeit, Kompetenz, Kategorie, Fähigkeiten, berufliche Entwicklung, Bewertungskriterien

MEASURES TO ASSESS AND IMPROVE THE PROFESSIONAL AND PEDAGOGICAL COMPETENCE OF MASTERS OF PRODUCTION EDUCATION

Uralov Sirojiddin

Base doctoral student (PhD) of the Institute of Pedagogical Innovations, professional education management and retraining of pedagogical personnel and their professional development

Abstract. This article contains the recommended measures, criteria for assessing competencies and recommendations for professional educational institutions to overcome the pedagogical difficulties of the Masters of industrial education operating in them, to improve their pedagogical diagnosis and professional and pedagogical competence.

Keywords: professional educational institutions, master of production taste, pedagogical difficulty, competence, competence, category, skills, professional development, evaluation criteria.

In order to ensure the implementation of the decree of the president of the Republic of Uzbekistan dated September 6, 2019 No. 5812 "on additional measures to further improve the system of Professional Education" of the Cabinet of Ministers of the Republic of Uzbekistan "on approval of regulatory legal acts regulating the system of continuing primary, secondary and secondary special professional education in the Republic, it is suitable for continuous improvement of professional and psychological skills, professional development and their retraining."

In the pedagogical-personnel team operating in Professional educational institutions, masters of production education occupy one of the important places precisely because of their strangeness in professional-oriented activities. Studies show that most of the Masters of production education come to work to teach vocational secrets to young people to educational institutions, having previously worked in various positions in production enterprises or organizations by profession

or specialty. In order to start working with students of the group attached to the TM, as well as to engage in the management of educational, production and educational activities, they will also be forced to master the pedagogical profession in a short time. During the course of doing this, the Masters of production education face many difficulties. Because they must forcibly study the process of studying pedagogical categories and concepts.

Article 46 of the law of the Republic of Uzbekistan “on education” as obligations of pedagogical workers,

- quality conduct of training sessions,

- use of information and communication technologies, advanced and innovative forms and methods of teaching and education;

- regular improvement of one's qualifications, periodic certification in terms of compliance with the position held”, as well as Article 15 defines the forms of “education in the family and independent training” of Education.

In the professional development of masters of production education operating in Professional educational institutions, it is initially required to analyze their performance, diagnose pedagogical difficulties and collect data that substantiate the reasons for preparing a program for their development. During the study of the basics of professional pedagogy, masters of production Education understand the essence of pedagogical difficulties that are faced in more working activities. As an example, it is recommended to improve the acquired knowledge and skills based on the effectiveness of applying the essence of the following topics in work activities:

1. The main pedagogical categories of professional training;

2. Planning the educational and production process;

3. Training practice classes-the main form of the educational and production process;

4. The role of the master of production education in the preparation of students for final state certification and qualification work;

5. Organization of control over the results of educational and production activities of students;

6. Modern pedagogical technologies and their application in the lessons of production education;

7. Application of information and communication technologies in training practice;

8. Pedagogical management of the student body;

9. Methods of pedagogical research;

Therefore, in order for masters of production education to study professional pedagogy, the development of a theoretical Module Program is objectively necessary for the methodological services of professional educational institutions. For this, the introduction of special educational programs in order to help the Masters of production education overcome the pedagogical difficulties associated with the lack of a good mastery of the theory and methodology of professional education is one of the ways to implement the goal.

The pedagogical difficulties experienced by masters of production education in professional educational institutions in professional activity are directly related to the level of their professional pedagogical skills. In particular, the Masters are poorly focused on the theoretical issues of professional pedagogy-they cannot reveal the essence of teaching and upbringing methods, it is difficult to choose them wisely, the general pedagogical principles of production training and their identification and application create difficulties. They have difficulties in determining the types of training, setting developmental tasks, and did not have the ability to turn lesson goals into important tasks personally. Masters of production Education know little about the forms of analysis of the lesson and extracurricular activities, they have difficulties in carrying out pedagogical guidance to the student body. Sometimes they lack a common culture, worldview, education. In Professional educational institutions, the retraining of this category of employees for various reasons is quite problematic, therefore, the solution of issues of increasing their professional and pedagogical competencies at work, in educational institutions is one of the effective solutions. The level of success of the Masters of production education directly depends on how they get help in the process of overcoming professional pedagogical difficulties.

At the initial stage of the research work, it is necessary to carry out a number of organizational activities in order to obtain information about the level of professional skill of the Masters of production education:

- diagnosis of pedagogical difficulties of masters of production education of a theoretical and practical nature in professional activity;
- study of requests from masters of production education in the order of providing methodological assistance;
- ensure that methodological assistance is targeted;
- highlighting the main pedagogical categories to be studied.

To facilitate the implementation of this program during the school year, it is necessary to establish deadlines and responsible persons for the implementation and implementation of a plan of practical measures of the following content:

1. Organization of introductory diagnostics, determination of the level of professional and pedagogical skills of masters of production education;
2. Conducting psychological trainings on "liberalization" of personality;
3. Conducting classes in problematic creative groups such as " school of skill", "class leader", " School of young teachers";
4. Ensuring the active participation of masters of production education at meetings of the pedagogical Council;
5. Reform of IChTU activities as a component of methodological associations;
6. Organization of the competition "master of production education of the year";
7. Organization and holding of competitions "Professional Skills" and "Worldskills" among students;
8. Organize educational projects "technology", "young designer", "Young Entrepreneur", "Business Education" and lead students to participate in regional competitions;

9. Organization of the retraining course "updating the content of vocational education in the system of Professional education" ;
10. Organization of internships of masters of production education by specialty and attached profession;
11. Preparation for continuing education in higher educational institutions;
12. Self-education, development of individual methodological topics;
13. A description of one's own pedagogical experience, a collection of methodological developments;
14. Participation in the competition of methodological and didactic materials.
15. Maintaining and maintaining creative Diaries, an electronic portfolio of the educator;
16. Participation in seminars, pedagogical readings, conferences.
17. Publishing scientific and methodological publications in collections, magazines, covering Internet pages and newspapers;
18. Preparation for pedagogical certification;
19. Preparation and conduct of master classes;
20. Ensuring the participation of masters of production education in the creative work of laboratories, workshops, pedagogical experiments;
21. Ensuring that the Masters provide pedagogical guidance to the research activities of students;
22. Organization and holding of a science session for students in their chosen profession (business Games, Olympiads, training to solve production situations);
23. Monitoring the process of improving the professional and pedagogical competence of masters of production education.

In addition, the development of the educational and methodological support of the educational program will greatly contribute to the professional development of masters of production education. An example of this educational and methodological support can be:

1. Development of the methodological manual " practical instructions to the master of production education" ;
2. Development of a creative diary and electronic portfolio structure;
3. Preparation of methodological recommendations for the creation of working training programs for educational and production practice;
4. Creation and approval of professional and pedagogical competencies;
5. Drawing up a work plan for problematic creative groups" work description of the master of production education", " regulation on certification of masters of production education", " regulation on methodological Association", " regulation on quality control of production education", " regulation on the introduction of incentive master fees for masters of production education", "Master School of Masters", "class leader" and "School of young teachers".

We believe that by solving the above-mentioned tasks, it is possible to increase the level of professional and pedagogical competence of masters of production education.

To do this, the initial task is to diagnose the level of professional and pedagogical competence of the Masters of production education through the criteria for assessing competencies. For more accurate results, the analysis of the professional standard, qualification requirements and job responsibilities of the master of production education in professional education taking into account the essence of work activity in an educational institution, based on the fact that professional and pedagogical skills have certain competencies, the following most important competencies were formed for this category of employees. These are: special-technological, personal-motivational, organizational, digital, methodological, socio-psychological. Assessment of the competence of Masters in these competencies it is possible to clarify the initial result by developing criteria and carrying out diagnostic work.

For the diagnosis of masters of production training, it is possible to take into account the results of the following assessments and issue the final conclusion:

1. Self-assessment by criteria of competencies of masters of production education;
2. Assessment among students of the attached group by conducting a questionnaire-questionnaire "master of production education in the eyes of students;"
3. Evaluation of the Working Group on competencies, compiled by the management, to the Masters of production education;

Through the analysis of the results of this assessment, the final score is assigned to the Masters of production education according to the methodology of the working group formed by the management. Based on the results of these scores, low, medium and high levels are allocated. This assessment work can be carried out half or once a year.

References

1. Law of the Republic of Uzbekistan dated September 23, 2021 No. 637 "on education".
2. Decree of the president of the Republic of Uzbekistan No. 5812 of September 6, 2019 "on additional measures to improve the vocational education system".
3. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 466 of August 7, 2020 "on selfless management in the Republic of Uzbekistan", "on the provision of regulatory legal acts regulating the system of secondary and special vocational education".
4. Skakun V.A. "Organization and methodology of professional training". - Moscow: Forum-info-M, 2007, - s. 168.
5. Torbeeva A.P. "Improving the professional and pedagogical qualifications of the master of production education in the process of professional activity". Abstract of the candidate's dissertation. Ijevsk-2011.
6. Avazbayev A.I., Y.U.Ismadiyarov "Pedagogy by profession". Publishing house "chulpon". Tashkent-2014.

7. Uralov S.A. As a problem of increasing the efficiency of work activities of masters of professional education in primary professional educational institutions. Scientific article. Vocational education, scientific-methodical, practical, educational journal 2022, No. 2.