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# PROBLEMATIC EDUCATIONAL TECHNOLOGY IN VOCATIONAL EDUCATION

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**ABSTRACT:**

**The article emphasizes that problem-based learning is based on traditional teaching methods, the teacher not only puts the problem situation in front of students, but also the need to research to solve it, to teach students research methods, to create the necessary environment to find and search for solutions.**

**KEYWORDS: vocational education, teaching, knowledge, quality of education, technology, education, pedagogical technology, problem-based learning.**

**INTRODUCTION:**

Extensive use of modern pedagogical technologies of education in the educational process, their constant improvement, targeted use of educational experience of developed countries - guarantees the quality and effectiveness of education.

Appropriate use of modern pedagogical and information technologies in science, subject and its content increases the interest of students, allows for a high level of cognitive activity.

The importance of pedagogical technologies is especially important in training specialists whose activities are related to engineering and technical support of the work of crews, development of technological processes of production and repair of electrical equipment, detection and elimination of equipment failures, identification of causes of poor quality and development of preventive measures.

In our opinion, the main directions of improving the educational process of students of modern educational institutions, raising their status in the structure of vocational training are:

- Formation of a new content of lessons on the basis of individual-oriented and competent approaches to teaching, aimed at the implementation of the professional model of the specialist;

-Repair of the systematic consistency of theoretical and its practical with other types of students in the field of specialization;

- The application of complex methodological support of the course, the rational combination of active and reproductive forms and methods of practical training aimed at accelerating the process of professional practical training of future technicians;

- Ensuring the leading role of independent work of students in the learning process in the formation of important professional qualities of the person;

-Introduction of a scientifically based system of attestation of students to monitor and evaluate the production of students, which allows to develop the field of professional orientation and needs-motivation of the student;

- Development and active use of methods of professional and social adaptation of students to modern production conditions.

In this regard, of course, the teacher's skill, creative approach, competence are important. According to researchers, this is achieved in four ways: by separating specific goals from the overall goal; regular research, analysis, comparison and critical evaluation of their activities; study of best practices, their application and improvement in practice, based on their own conditions and capabilities;

creative study of foreign pedagogical experience; extensive practical application of the acquired knowledge, skills and competencies.

**MAIN PART:**

At the heart of the reforms being implemented today is the transformation of the student into a subject of the educational process - an active participant [1; 2].

Society entrusts the younger generation, that is, its own future, to the teacher. The teacher's worldview, modern knowledge and approaches are important factors in his development. Problem-based learning technology plays a leading role in solving these tasks.

As we know, problem-based education has a special place in modern educational technology. At the heart of problem-based learning technology is a chain of interconnected problems. The learning process based on the problem-based learning method is carried out in the following four stages:

1. Creating a problematic situation;
2. General analysis to formulate problems and solve the problem;
3. Check the estimated solution;
4. Application, regulation and socialization in practical and theoretical matters.

During the lesson, the student makes a “discovery” that is important to him as he solves the problem. This case convinces the reader (i.e. my discovery, I found, invented). In this sense, the technology of problem-based learning is superior to all other teaching technologies, because the student acquires the skills of research, analysis, empirical inference, application to another situation, approximate schematics of ideas and their application in practice.

N.A. In Muslimov's works, the theoretical and methodological bases of professional formation of vocational education teachers in the higher education system, the creation of a mechanism of interaction between the pedagogical system and the working environment in the professional formation of vocational education teachers, the motivational, intellectual, individual, emotional, volitional, practical skills and self-management qualities pedagogy of the process of training a teacher of vocational education - meteorological conditionsand the development of a model of teacher training in vocational education, aimed at the formation of individual qualities, as well as basic competencies, based on the main criteria for determining the means, teacher-led classroom lessons, independent learning, pedagogical and technical-technological problem-situational tasks,

Ideas such as the creation of distance learning technology in the field of study on the basis of a set of electronic multimedia teaching aids developed for the professional development of teachers, the mandatory minimum requirements for teachers of vocational education as a mechanism for quality control of undergraduate training. [3]

The problem must be clear, students must be able to use the information, concepts, knowledge gained in previous topics, subjects in the process of finding a solution. It is also important that the problem presented to the students has its own relevance [4].

In the process of problem-based learning, the teacher manages the exchange of ideas between students; to be able to stand on their own two feet on the basis of convincing evidence; to discuss the opinion of the opposition, to develop their skills; it is important to justify the student's active thinking, to update the problem, to develop the ability to listen not only to express their opinion, but also to others, to get useful information from students and to draw the necessary conclusions, and to form necessary qualities in students such as ingenuity, research, design.

Problem-based learning is a new system of rules for applying previously known methods of teaching and learning, designed taking into account the process of logical thinking (analysis, generalization) and the laws of students' research activities (problem situation, curiosity, need).

Therefore, problem-based learning provides more development of the student's thinking ability, his general development and formation of beliefs. Without excluding all the achievements of didactics, but using them, problem-based learning remains an education that develops scientific knowledge and concepts, the formation of worldview, as a means of comprehensive development of the individual and his intellectual activity.

**CONCLUSION**

In other words, the gradual study of the system of creative mental actions by students in problem-based learning leads to the formation of skills and competencies, while the experience of work actions leads to a change in the quality of mental activity, creating a special type of thinking.

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