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REQUIREMENTS FOR PREPARING VOCATIONAL EDUCATION TEACHERS IN THE INNOVATION CLUSTER OF HIGHER EDUCATION

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Abstract
The article discusses the improvement of the process of preparing teachers for vocational education in the context of an innovative cluster of higher education, the pedagogical requirements for their training, the effectiveness of training activities, and the evaluation of students.

Keywords: vocational education, teacher, professional education, skills, methods, processes, reform, inductive, professional, mentor, apprenticeship, activities.

Introduction

In the current development of the republic, significant progress is observed in the integration of science. The radical restructuring of the education system has expanded the opportunities for students to acquire professional knowledge. Methodologically defined a continuous system of training specialists capable of working in modern technologies.

Decree of the President of the Republic of Uzbekistan dated September 6, 2019 No PF-5812 "About additional measures to further improve the system of vocational education" serves to further develop the continuity and continuity between the system of general secondary, secondary special and higher education. The decree stipulates that “primary, secondary and secondary special vocational education institutions have the right to train personnel in lower-level educational programs in addition to the basic educational programs of the International Classification. The system will create a network of vocational education institutions consisting of vocational schools, colleges and technical schools, which will introduce primary, secondary and secondary special vocational education programs, respectively [1].

These documents provide for the high quality of training of qualified specialists and their more effective acquisition of practical skills, the formation of the education system, updating the content of education, development of didactic laws and principles to improve the effectiveness of the educational process, improving state educational standards, science programs, textbooks. It was noted that the creation of a new generation of educational and methodological complexes should be addressed as an important task.

The innovative cluster of higher education sets basic requirements for teachers of vocational education, such as management, teaching, educating and developing skills that provide the necessary and adequate level of training in the organization and management of training.

Teacher management skills - professional competence and erudition, psychological and pedagogical training, skills of independent thinking and acquisition of new knowledge, knowledge of relevant forms and types of normative documents, new methods of organizing and managing the career guidance process and information technology, working with the global Internet are determined by requirements such as practical skills [2].

Vocational skills of a teacher of vocational education - the main factors related to the conditions of the process of vocational guidance in the classroom - the environment of support and learning process, their psychological and pedagogical training, criteria of professional knowledge and skills (in-depth knowledge of science, professionalism and erudition, new Knowledge of innovative pedagogical and information technologies is determined by conducting scientific-methodical, research work as a new method and source of knowledge. At the same time, this skill is to provide students with knowledge, skills and competencies in a particular system; development of qualities; effective use of science content for correct understanding of

reality; application of educational material; provision of knowledge, information, skills and abilities necessary for further independent continuing education in the future, selection and structure of educational content; revision of new educational material; and planning sh; identification of basic concepts; transition from general issues in the training material to solving specific problems; is based on the formation of new concepts and methods of activity, the system of scientific knowledge, subject competencies in students.

Developmental skills - the level of mastery of theoretical knowledge in science, the development of scientific and theoretical thinking, the development of students' thinking, will, feelings, needs, abilities, the use of scientific methods in the study of science, the use of special methods in science, is based on the development of the quality and mental characteristics of the student required for the activity.

Vocational education teacher in vocational guidance of students should:

- qualitative organize classes;
- organize and manage the educational process on the basis of teacher-student traditions;
- Develop issues of improving the technical equipment of laboratories and training rooms;
- organize laboratory work in the teaching of special disciplines and their introduction into the educational process, practical assistance in providing practical training with guidelines, instructions;
- Improve the quality of educational and methodical work and theoretical and practical knowledge of students;
- know ways of providing the new generation with textbooks and manuals;
- organize the educational process on the basis of innovative pedagogical and information technologies;
- work with talented youth;
- be able to disseminate best practices.

In professional training they must:

- determine the history and prospects of professional development;
- have an idea of the place and role of the subject in the educational process and the future professional activity of the specialist;
- know principles of education (scientific nature of education, unity of education and upbringing, systematic and consistent education, ensuring the relevance of theory to practice in education, achieving awareness, activity and independence in education, demonstration of the educational process, thorough and systematic acquisition of knowledge, personal and taking into account the age characteristics of students);
- know teaching methods in education (verbal, visual, lecture, practical work, laboratory work, independent work, reproductive-heuristic, research, problem-solving, inductive and deductive, storytelling, explanation of educational material, heuristic, etc.) ;
- know concepts, terms and definitions, laws, principles, methods and techniques of their subject;
- know modern scientific and practical achievements of their science and the relevant field;
- know methods of proof and denial in the conduct of relevant classes in science;
- able to use training materials necessary for the development and solution of creative and imitative and problematic issues;
- know pedagogical technologies, methods of activating the learning process and pedagogical methods that ensure the formation of quality knowledge, skills and abilities in the subject taught;
- know and apply the professional information of the relevant industry, which is necessary for professional development;
- know formation of knowledge, skills and abilities in the subject taught;
- be able to qualified conduct and methodological support of various scientific classes (lectures, laboratory work, practical classes);
- provide organizational and methodological support for independent learning of students;
- provide informational and methodological support of methods of activating students' learning activities (such as brainstorming, business games, other forms of exploitation);
- must have the skills to develop and apply objective forms of control over the knowledge, skills and abilities acquired by the student in the subject.

- create new recommendations in organization and conduct of modern lessons aimed at updating knowledge in the learning process:
- Provide training with a new generation of teaching materials;
- Adaptation of educational goals and objectives to the requirements of the time;
- Enrichment of training with advanced technology, methods, forms and tools;
- Creation of excellent educational and methodical literature, science programs, textbooks, manuals, brochures and methodical recommendations, which will allow to carry out this process effectively;
- use of modern pedagogical and information technologies;
- creation of certain conditions for the enrichment of professional knowledge and professional skills;
- fair assessment of students' learning activities;
- taking into account the individual psychological characteristics;
- pay special attention to the formation of learning objectives on the basis of B. Bloom's taxonomy;
- problem-solving;
- to determine the specifics of the organization of training, its role and tasks in the modern educational environment;
- to teach students to be active and critical thinking, to independently perform the tasks and objectives of the lesson, to apply theoretical knowledge in practice;
- organization and management of methodical work on the basis of modern requirements in improving the quality of training;
- organization of training on the basis of advanced technologies;
- study and dissemination of advanced foreign experience;
- step-by-step organization of training sessions;
- practical application of the acquired knowledge;
- Implementation of urgent tasks aimed at ensuring the effectiveness of training;
- Identification of organizational and pedagogical conditions for training, development of practical proposals to increase its effectiveness;
- to substantiate that the effectiveness of the activities carried out in the organization of classes depends mainly on the content of the creative research and activities of teachers;
- Relying on evidence-based materials collected on the basis of recent research in order to accelerate the process of organizing training to improve the level and quality of knowledge of students in the disciplines;
- Must be able to determine the effectiveness of training on the basis of a systematic approach to the formation of qualified specialists on the basis of analytical data.

On the analysis and evaluation of lessons: timely start and end of general instructions, lessons, for its organization, to mobilize students 'attention, to attract them to work quickly, to create a work environment, creative emotional mood, to arouse students' interest in the subject, must be able to organize clearly, use time efficiently, didactic equipment of the lesson, follow the sanitary-hygienic regime, not to tire students, observe safety rules, the culture of attitude in the lesson, communication with the group.

On the monitoring and analysis of the course: setting the role of the lesson in the system of other lessons, the goal of the lesson in general and implementation of each stage, involve each student in the didactic goal, update the basic knowledge, set relationship of the studied material with previous ones, use of the latest achievements of technology and interdisciplinary communication, the universality of the studied material, its level of complexity, form organization of cognitive activities to ensure cooperation between students, teaching methods, content and didactic selection of new teaching materials, students' knowledge methods and techniques of activation, problem situations, content and didactic relevance of teaching methods, educational, pedagogical and developmental aspects, practical orientation of training, theory and practice g effective ratio, the establishment of cooperation between teachers, engineers and students, the volume and place of creative and independent work in the classroom, methods of their organization, forms of student work (collective, group, individual), the amount of work done in the classroom, the structure of the class, its appropriateness, relevance to the topic, goals and objectives of the lesson, systematization, generalization, consolidation of special knowledge, skills and abilities, methods of formation, the level of knowledge and

skills of students, the strength of knowledge acquired in the lesson, career orientation, difficulties in students, their causes, solutions, organize control over the activities of groups, pay attention to the objectivity and accuracy of the assessment of students' knowledge and skills, the implementation of control and self-control.

A well-organized system of assessment of students' knowledge: positive influence on motivation (feedback allows them to correct organizational activities and have a positive effect on motivation), training planning (assessment allows to identify shortcomings related to their skills, take measures to eliminate), professional development planning (assessment allows the preparation of individual development plans), revealing strong or weak professional qualities, rewarding (assessment increases the effectiveness of regular learning).

The basic principles of effective organization of assessment of student knowledge include development (whether the assessment process and the result of knowledge is satisfactory, good or scientific, regardless of their good preparation), respect, development of assessment criteria and content, agreement of deadlines and sharing results involves discussion.

Accounting for students 'skills and abilities is of great importance in monitoring and evaluating knowledge. First of all, the teacher needs to determine what knowledge and skills students need to acquire, taking into account not only their knowledge and skills, but also their overall development, assessment. Controlling students 'knowledge has a positive effect on their motivation, professional growth and development [4].

Assessment is based on a wide range of criteria that have been developed and approved, covering pedagogical activities. The problems to be solved by assessing their knowledge depend on the method chosen by the pedagogue-engineer. At the same time, they need to be sure that the assessment is fair, to know what needs to be done to address the identified shortcomings, and to address them.

The approach to assessing the effectiveness of the formation of students' professional skills involves the identification of performance indicators and criteria, the definition of assessment tools and methods, the assessment process, the generalization and interpretation of results. In general, the assessment of the effectiveness of the formation of their knowledge, professional skills in the direction of achieving the set goals represents self-assessment [3].

Self-assessment provides an opportunity for the student to analyze the knowledge they have acquired. It has a great influence on the development of professional skills, striving for goals. The assessment should highlight the following qualities of students that are of professional importance: creativity, thinking, interest in research, propensity to innovate, learning best practices, the formation of needs for professional development. By determining their performance, it is possible to determine the knowledge and skills that are the criteria for evaluation and should be acquired.

The level of complexity of the training materials should be assessed in such a way that it takes into account the understanding of students and their future creative abilities, the formation of independent research skills.

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