

## **THE IMPORTANCE OF PRODUCTION PRACTICE IN THE FORMATION OF PROFESSIONAL SKILLS OF STUDENTS OF PEDAGOGICAL COLLEGES**

Isakov Azimjon Yusubjanovich,  
Independent researcher of the Institute of Pedagogical Innovations,  
Management of Vocational Education and Retraining and Advanced Training of Teachers

### **ABSTRACT:**

**The importance of industrial practice in the formation of professional skills of students of pedagogical colleges is reflected in the formation of a new modern economic thinking, fostering entrepreneurship, efficiency, increasing the competence of workers, equipping them with methods of economic and system analysis, and the ability to competently apply them in everyday practice.**

**Keywords: knowledge, abilities, skills, professional competence, professionalism, vocational education, consistency, the formation of practical activity.**

### **INTRODUCTION:**

In modern conditions, the elimination of outdated, unprofitable, environmentally harmful industries, the abolition of individual management structures, and the rapid change in demand for manufactured products put the ability to adequately respond to ongoing changes, initiative in actions and decision-making to the fore. This requires the formation of a new modern economic thinking, fostering entrepreneurship, efficiency, increasing the competence of workers, equipping them with methods of economic and systems analysis, and the ability to competently apply them in everyday practice. The ability to make decisions in a competitive environment, based on knowledge of modern management and marketing, becomes especially important.

A qualified person must have the ability to think problematic. It manifests itself in the ability to see problems not only when they are ripe, but to detect their embryo, deeply understand their essence, which will make it possible to think in advance of the necessary measures to resolve them. Modern production requires a new type of specialist - professionally independent, mobile, with a high degree of adaptability to changing conditions, with developed technical, problematic and systems thinking. Such a specialist becomes a kind of center of technical, technical, economic, social and other relations. Orientation in the entire complex set of relationships becomes essential, since it determines the labor and social activity of the employee. However, this can be achieved if the dynamics of development and functioning of all components of the pedagogical system is subject to control. Pedagogical systems are created only where and when and where there is a conscious need of society for training and education, for improving the training of certain categories of people. Students of vocational education of pedagogical colleges must have the necessary set of professional skills that can be obtained in the process of industrial practice, The formation of professional skills in industrial practice requires the teacher to prepare all stages of the educational process, therefore we have developed a model presented in Fig-1

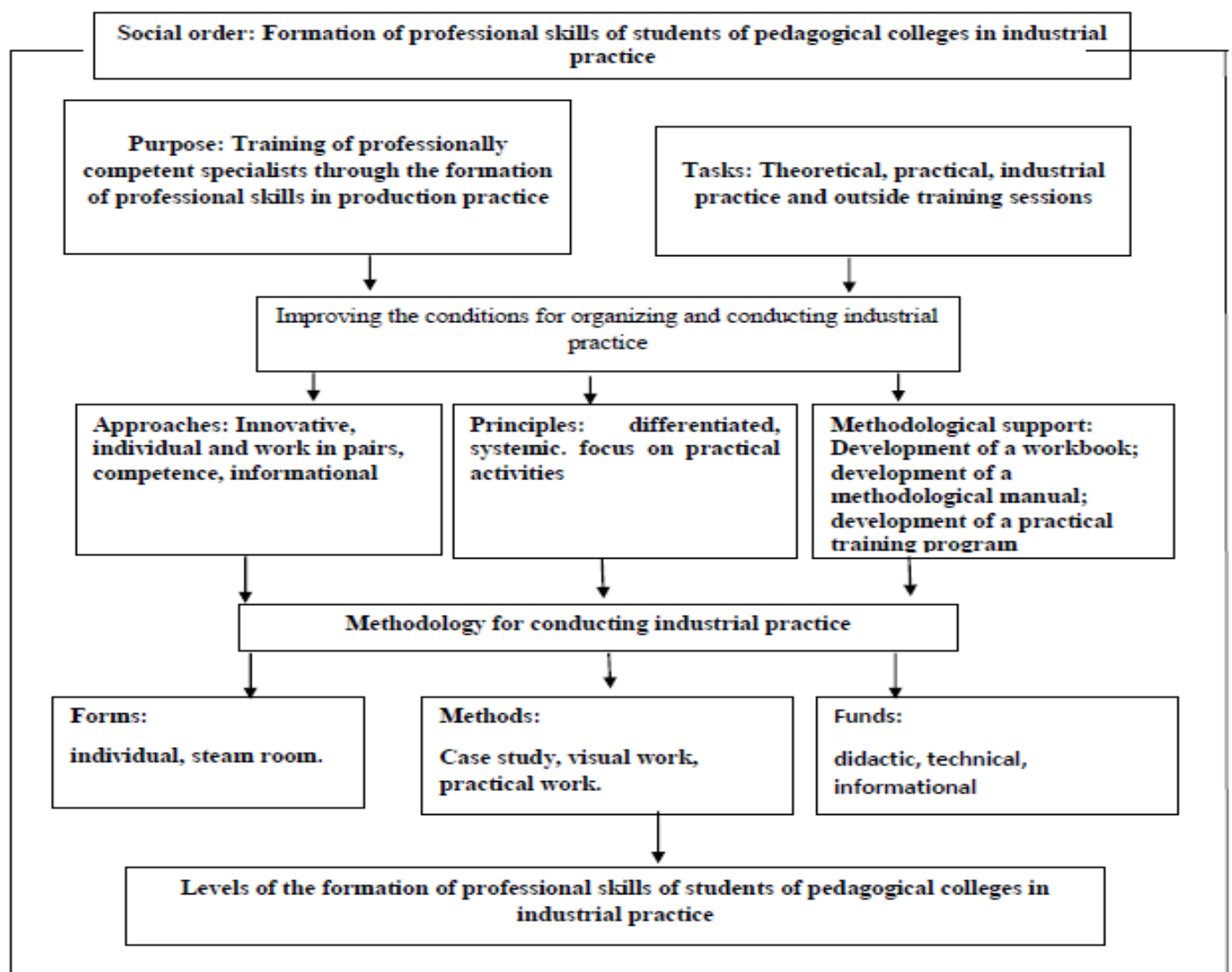


Fig-1 Model of the process of the formation of professional skills of students of pedagogical colleges in production practice through the formation of professional skills in production practice.

This model reflects the stages, forms, methods and means, approaches, principles and created methodological support that allows you to achieve a certain level of formation of professional skills of students of pedagogical colleges in industrial practice.

In this article, we wanted to disclose the created methodological support, which includes a student's workbook during practical training, a methodological manual and a program for conducting practical exercises.

A workbook is a modern and effective means, a tool for teaching and forming UUD - actions are formed only in action. The main

function of the workbook is the rational organization of independent work. The quality of education increases in the conditions of the maximum possible independence of students.

The use of a workbook in industrial practice improves the quality of mastering the educational material, increases the motivation and independence of educational activities, provides an individual approach to learning, makes it easier for the teacher to organize students' independent work, forms independence and responsibility, and much more. A student's workbook is part of the educational and methodological complex, which

also includes: a work program, a textbook, a teacher's manual, various didactic materials, etc., forming a coherent system of interconnected links. Failure to use at least one of them destroys the system and does not lead to the intended result.

The purpose of using a workbook in teaching is to ensure the operational formation of concepts and to promote the activation of educational and cognitive activities of students in practice.

The result of the work in the workbook allows the teacher to see the student's train of thought. A workbook is a means, a tool for intensifying the cognitive work of a teacher. Working in a workbook activates educational and cognitive activities. When designing a practice, the teacher does not need to waste his time for the selection of assignments. For the conscious and purposeful formation of mental operations, teachers need such a reliable means as a workbook, in which they will record with the help of their actions (notes) the correctness of these operations.

Workbooks can be used to monitor students' skills and knowledge.

If the teacher does not have such an effective tool, then this can cause a number of problems in their activities. For example, without a workbook, one cannot be sure that all students perform exactly the operations that are needed, and the way they need to be done, and that these operations add up to that specific system that is demanded by the learning process.

In other words, without a workbook, the teacher does not have the opportunity to fully manage the process of forming the students' mental activity.

Workbooks can solve the following educational tasks:

- The formation of concepts;
- Acquisition of practical skills and abilities;

- Formation of students' skills and abilities of self-control;
- Development of thinking in students;
- Control of the learning process.

Oral questioning is time consuming and sporadic in relation to a specific student. The tasks in the workbook are structured so that, while working on them: the student could not help but perform all the necessary operations. his mistake at each stage of the assignment can be noticed by the teacher and corrected; however, it is corrected in the place where it was committed.

The workbook performs the following functions:

1. Organizing - since it provides the student with a plan of a sequence of actions in the form of various kinds of tasks; provides an opportunity for self-organization of students;
2. Educational - since it involves a gradual, constant, consistent formation of the necessary knowledge and skills, it helps to understand the meaning of the studied concepts, principles, processes, etc.
3. Developing - since it contributes to the development of sustainable attention in the lesson to a different form of presentation of educational material, which is easier to perceive, since it is presented visually and accessible for independent work and therefore contributes to the development of thinking;
4. Educational - since it provides the opportunity for independence and, accordingly, responsibility for their actions, especially when performing tasks of a creative nature, contributes to the upbringing of accuracy when taking notes and doing drawings in a notebook;
5. Formative - since it provides an opportunity to form students' skills of self-control when systematically completing tasks in a notebook;
6. Rationalizing - this function lies in the fact that when using a workbook, students learn to rationally spend time organizing their learning activities.

7. Controlling - the workbook contains tasks and tests, which makes it possible to exercise current control at any time convenient for the teacher.

Also, the methodological complex of industrial practice includes a special notebook for tests, which is used after studying the section (chapter of the textbook). The tasks are presented in two versions. With the help of a control notebook, one can not only establish the fact of knowledge or ignorance, but also determine in which operations the student makes mistakes, and eliminate them at the stage of concept formation.

The workbook of a student of a teacher training college consists of content and each day of industrial practice is scheduled in the following form

1-day Familiarization with the activities and the order of work of the preschool educational institution

#### **Tasks performed by the student:**

- Get acquainted with the activities and work schedule of the preschool educational institution assigned to him.
- Studying the activities of ECE centers.
- Acquaintance with the general area and general information about the preschool educational institution

#### **The task:**

Preparation of a report on the organization of preschool education (name of preschool education, location, number of pupils and names of groups, total land area, information on all educational and auxiliary buildings, information on educators and technical personnel, as well as familiarization with the charter of the preschool.)

#### **Recommendation:**

##### **Explore**

- General information about ECE;

- Drawing up a map of the total area of the land plot and the location of buildings and structures;

- Established table;

- Formation of a database of all employees; Summing up, the following conclusions can be drawn: - practice for obtaining primary professional skills has significant opportunities in teaching students, instilling practical skills in them and creating a holistic view of the enterprise; - usually the activity of a trainee is limited to a narrow range of tasks of the same type (filling out a form, writing letters with a notification, etc.), i.e. the trainee does not fully include at all the types of activities inherent in this workplace - the programs of practice do not provide for the fulfillment of creative tasks by trainees, taking into account a specific workplace and real production situations, the solution of which would implement the trainee's search activity and the use of the theoretical knowledge gained by him; - the volume of information received does not allow for their generalization and analysis, to reveal any patterns in the organization of the workplace. All that has been said once again convincingly proves that radical, fundamental changes are needed in the content and methods of conducting the first student practice. This is especially true in modern production, when a trainee student does his internship outside of state enterprises.

#### **REFERENCES:**

- 1) Management of school development / ed. M.M. Potashkin, B.C. Lazarev. - M.: New school., 1995.
- 2) Utkin EA, Kochetkova AI, Personnel Management in Small and Medium Business. - M.: Akalis,
- 3) Porshnev A.G., Efremov B.C. 21st century manager: who is he? - // Management in Russia and abroad, -1998. - No. 4. - P. 10-12.