



## Improvement of The Structure of Training Tools in the Professional Education System of the Republic of Uzbekistan Based on the Principles of Their Composition

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**Abstract:** *The article reveals the relevance of improving the structure of textbooks in the vocational education system in connection with the reform of vocational education, which is currently being carried out in the Republic of Uzbekistan. As a condition for improving the structure of teaching aids for the system of professional training of specialists in the Republic of Uzbekistan, it is proposed to implement the question-answer principle when compiling them. The article provides various definitions of tutorials. The essence of the proposed structure is revealed. The conclusion is made about the need to revise the content and structure in accordance with the principles of compiling textbooks with a competence-based approach.*

**Key words:** *textbook, principles of compilation, structure, qualification level, professional education, questions and answers*

**Date of Submission:** 30-10-2021

**Date Of Acceptance:** 12-11-2021

At present, a radical reform of the vocational education system is being carried out in the Republic of Uzbekistan. This is due to the requirements of the modern labor market and the requirements of employers.

The modern labor market requires specialists to use the knowledge gained in the learning process in the field of their professional activities, as well as strive for constant self-education, the ability to think for the future, to solve extraordinary tasks that arise during the performance of their labor functions.

In the decree No. UP 5812, adopted on September 6, 2019 by the President of the Republic of Uzbekistan, for the first time, a new structure of vocational education is presented, in which vocational schools, colleges; technical schools are defined as elements of primary, secondary and secondary specialized vocational education [1]. In pursuance of the above decree, the National Qualifications Framework of the Republic of Uzbekistan was adopted by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 287 dated May 15, 2020 [2]. The National Qualifications Framework defines the levels of qualifications that must correspond to the primary-third, secondary-fourth and secondary specialized vocational education-fifth levels of qualifications. At each level of qualifications, requirements for knowledge, skills and abilities, competencies, as well as ways of achieving qualifications are determined.

Currently, in the vocational education system of the Republic of Uzbekistan, educational standards in the areas of education and requirements for the qualifications of each working profession and specialists have been developed and implemented. To achieve a certain level of knowledge and skills, as well as the formation of professional competencies among students based on educational standards, together with employers, differentiated curricula have been developed corresponding to the levels of qualifications for which training is currently being conducted. In each individual curriculum, students acquire the necessary professional competencies necessary to fulfill their future work functions at the level of their qualifications.

As mentioned above, for each level of qualification, certain knowledge must correspond, and in the world of competition and strict requirements of employers, there must be high-quality knowledge.

"The quality of knowledge" is the level of the entire volume of information assimilated in the learning process and its correlation with the content of standard education and the tasks of its assimilation. Four groups of characteristics determine the quality of knowledge:

- A. Completeness, volume, accuracy, strength;
- B. Consistency, generalization, scientific character, fundamental nature;
- C. Efficiency, flexibility, mobility;
- D. Efficiency, focus on practical matters.

These indicators measure the quality of knowledge and determine the level of their assimilation [3].

Based on the foregoing, in order to obtain high-quality knowledge in the subjects studied, textbooks and teaching aids that form this knowledge should be compiled. Let us dwell on the definition of the word tutorial. Different sources give different definitions:

Textbook - a publication containing systematized knowledge of a particular scientific discipline, which is used for educational purposes [4].

Study guide - a manual, teaching aids designed to expand, deepen and better assimilate the knowledge provided by the curriculum and set out in the textbooks. [5];

When defining the word, the textbook closest to us is the definition given by Ovchinnikova E.N.

A study guide is a study book that supplements or expands on a textbook on specific issues or topics of the curriculum [6]

Consider the principles of drawing up a textbook. When compiling a tutorial, you need to take into account some rules:

- communication, the ability to create a dialogue between a student and a book;
- curiosity, the likelihood of its replenishment with auxiliary teaching aids;
- modeling, creating a model as a means of acquiring compulsory knowledge about the subject or events being studied;
- independence, which allows the textbook to be regarded as an integral system [7].

Currently, when compiling textbooks for the vocational education system, much attention is paid to aesthetic design, visualization of educational material, design, etc., which is good in itself, but the presentation of the material remains unchanged for a long time. The authors of the textbooks pay great attention to the scientific component of the educational material presented in a lecture form, which corresponds to the system of higher education and strictly adhere to the structure and requirements that apply to textbooks. Many students at the age of 16-17 do not immediately and

sometimes do not at all absorb such material, which in turn leads to their lag in their studies and a loss of interest in their chosen profession.

We propose to take into account the following when compiling textbooks for the vocational education system in the Republic of Uzbekistan:

1. The volume and quality of knowledge corresponding to the level of qualifications received by the graduate. This means that there should not be a single textbook for all, but textbooks should be compiled separately for vocational schools, colleges and technical schools. The teaching material in textbooks and teaching aids should be presented taking into account the level of basic knowledge of the students.
2. Adhere to the above principles when compiling a textbook or study guide. This means that the textbook and teaching aid should be a source of knowledge, an "interlocutor" and a student's assistant, ask questions and give answers to them.

How can this be achieved?

According to our observations, many vocational education students are reluctant to use textbooks. Because it is very difficult for them to master the material on their own without a teacher. During the lesson, they can ask the teacher again or clarify unfamiliar terms or designations, which sometimes cannot be done when mastering the material on their own. Nevertheless, without self-preparation of students, the educational process will be incomplete.

In our opinion, it will be advisable to change the approach when compiling textbooks and teaching aids for the vocational education system, namely, they should be compiled according to the principle of "question-answer", that is, ask a question on the topic under study and immediately give an answer to it. In this case, the questions are compiled depending on the goal setting of the lesson on the principle of "from simple to complex" as the questions should have a certain focus and sequence:

- focused on establishing a causal relationship;
- focused on defining the goal of actions, events and processes;
- focused on the interpretation of key terms, symbols, attributes and conditions;
- focused on determining the importance of a particular process;
- focused on explanation, justification and proof;
- focused on conclusions and generalization of the material.

Questions should correspond to the topic being studied and the type of professional activity of the future specialist. Therefore, it is recommended that questions be formulated in the form of solving typical production problems for the corresponding topic under study and give ready-made answers as to how to act in a given situation. In this case, the textbook will really become a source of knowledge, an "interlocutor" and a student's assistant who will help to form the student's professional competencies. In addition, it will help the student independently master the educational material, immediately find ready-made answers to questions of interest to him, prepare for certification, passing exams, etc.

We will give the structure of the topic under study when compiling a textbook for the vocational education system in the Republic of Uzbekistan based on questions and answers.

1. Topic title
2. The purpose of the lesson

3. Expected results after studying the topic
4. Questions.
5. Answers
6. Used literature and Internet sites.
7. Recommended reading

The number of questions and answers will depend on the required skill level and the amount of training material.

Thus, after mastering the topic, the student will know the answers to questions and solutions to typical production problems, which in itself will contribute to improving the quality of knowledge and, as a result, the formation of a specialist with professional competencies.

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