EUROPEAN JOURNAL OF LIFE SAFETY AND STABILITY (EJLSS)
ISSN 2660-9630
www.ejlss.indexedresearch.org Volume 8, 2021 ||

Advantages of Using Modern Learning Technologies in the System of Vocational Education

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Abstract: *Middle-class specialists have always played an important role in the development of the state and society, in building the potential of the production and service sectors. In the case of interpretation, they are considered an important balancing force in ensuring the "golden mean" of socio-economic processes. This is a vital fact that has been confirmed not only in history, but also in today's practice. In particular, the role and value of qualified specialists who are trained precisely in the conditions of a pandemic is becoming obvious.*

Key words: *socio-economic processes, vocational education, Interactivity, interactive learning*

Date of Submission: 30-10-2021 ***Date Of Acceptance: 12-11-2021***

It is known that in the following years the attitude to science in our country has been completely renewed, a wide path has opened up to reforms aimed at radical reform of the educational sphere, comprehensive support for scientific and innovative activities. The main goal is to expand the possibilities of providing high-quality educational services, training highly qualified personnel in accordance with the modern needs of the labor market.

During these reforms, the State policy in the field of vocational education has also changed, a system of vocational education that meets international standards has been introduced. The Decree of the President of the Republic of Azerbaijan "On additional measures for further improvement of the vocational education system" dated September 6, 2019 became another basis for these reforms.

The reason for this is that a new system of vocational education has been approved in Uzbekistan, covering the levels of primary, secondary and secondary specialized vocational education in combination with a classifier of education levels of international standard, as well as educational institutions that implement various educational programs, lists of educational institutions that train relevant personnel based on these programs.

At the same time, a network of vocational educational institutions was created in the vocational education system, consisting of vocational schools, colleges and technical ones, with appropriate educational programs.

according to him, in professional educational institutions:

- 2-year round-the-clock training for graduates of 9th grades of schools, a monthly stipend in the amount of a one-time basic calculation from the account of the state budget of students and the provision of three meals a day;

in colleges: state order and paid-contract training in full-time, evening and correspondence forms of education for persons with at least a general secondary education, for up to 2 years, depending on the complexity of professions and specialties;

in technical schools: it is determined that persons with general secondary education should study on the basis of a state order and paid-contract forms of full-time, evening and correspondence education for at least 2 years due to the complexity of professions and specialties, graduates should have the right to continue their studies in higher educational institutions**.**

Ultimately, those who study in these areas not only acquire the necessary knowledge, they strive to become a worthy profession, but also serve as an example for others, creating a solid foundation for their penetration into society with the help of individual capital that harmonizes their skills and experience.

It is necessary to apply modern standards in practice - so that this becomes our ultimate goal. So does the logical continuity in this regard provide? Before answering this question on the example of our activity, it is appropriate to recall the words of the head of our state "without innovation there will be no competition, development in any sphere." The role of the Masters was strengthened by law. The law "On Education", adopted in a new edition, emphasizes the role of practice in the process of professional and higher education, retraining of personnel and their professional development.

As we have already said, the state policy in the field of vocational education is aimed at achieving the result of education. This implies the rapid introduction of innovative educational technologies into the training process, the rejection of old approaches. Therefore, our institution will continue its activities more intensively and with a spirit of thirst for innovation, in connection with these requirements. Based on foreign experience in this regard, it always remains relevant for us to study the need of a teacher for professional development, to create a new dimension and methodological support for participation in advanced training courses, to determine exactly what knowledge or information each student needs, and to develop satisfactory skills.

The educational model of Uzbekistan is not limited only to the restoration of educational institutions that meet the most modern requirements, this model is primarily based on quality, that is, on teachers, students, students, educational programs and ultimately on improving the quality of knowledge. In addition, this model of education, developed taking into account the needs associated with globalization, serves as a means of ensuring Uzbekistan's worthy place in Asia, in general, in the world community.

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There is no doubt that the use of interactive learning technologies to achieve activity in the vocational education system will have a good effect. The student takes an active part in the learning process, using previously acquired experience, plays a personal role during the lesson, analyzes the lesson based on the experience gained, analyzes the lesson based on new experience.

He takes important materials and connects them with his daily activities. Interactive so comes from the English language "inter" - Inter (mutual), which means "to act" - To Act (act). Interactivity, this interaction, means reading in dialogue mode. Therefore, interactive learning means learning dialogue.

Dialogue is also present in traditional teaching methods, including in the form of "teacher-student", "teacher-student group". In interactive learning, dialogue includes "reader-reader", "reader - group of students", "reader-audience", "student group -audience" (group presentation), this also happens in a way like "reader-computer". The reader participates in the lecture not only as a "passive" listener, but also as an "active" participant.

Interactive learning technology does not provide for a traditional method of lecturing and, at the same time, does not ignore practical classes in lecture classes. In interactive learning, lectures and practice are considered as parts of the whole course, and this is the interaction between the teacher and the student, as well as the interaction of students during training.

It is known that if the activity of a teacher is provided in traditional lecture classes, then the activity of students is required in practical classes. In an interactive style, the teacher should smoothly convey mastery from one point of view of the degree of interaction between the student and the teacher during training, depending on the subject. The science of the process of lectures in an interactive style on the subject, depending on the purpose and function, as well as the needs of teachers, can be approximately fulfilled.

If a student reads the information himself once, he will remember 25 percent of the information. This means that along with lectures in front of students, the effect of the lecture increases if they are asked to read the main sections of the topic themselves during the lesson. To do this, you will need slides, basic phrases, handouts that will be used during the lecture to ensure the activity of students. If the given data is repeated twice, the student will remember 30 percent of the data.

f you repeat the main, important points of the subject in the lecture twice, the assimilation will increase by only 10 percent compared to reading. If the repetition is done on the basis of slides, educational and visual materials, the effectiveness of the lesson will increase even more, that is, the basic basic phrases will be repeated both twice and read by students. If a student enrolls, he/she will receive up to 45 percent of his/her reading data. This means that if the basic phrases of speech are written during the lecture, the assimilation will double. On average, a student can write up to a thousand 40 words.

But if the goal is just fast printing, the result will not be effective enough. Therefore, when the basic phrases of the lecture are printed, it is necessary to give the student time to concentrate, understand and write, that is, it is necessary to stop and slow down the expression of the printed phrases. Most people assimilate about 60 percent of the information in the course of discussion, discussion, that is, the learning process is 3 times more effective than a simple lecture. If the above methods in the lecture (oral explanation, return, visualization using teaching materials, the requirement from the student to read, writing basic phrases) are introduced together on the basis of a certain sequential sequence, the learning effect will increase even more.

When it is called interactive teaching methods, they are understood primarily as a set of innovative pedagogical methods and a system of technical means aimed at making the student an active participant in the educational process. In an interactive course, the student must listen to the information provided, read, see, write, ask questions on the subject, freely express his opinion, perform practical tasks and connect with his life experience and form theoretical knowledge and practical skills on the subject. Below we provide information about some interactive teaching methods.

The most important characteristic of a teacher's innovative activity is creativity. The term creativity appeared in the 60s in Anglo-American psychology.

Denotes the ability, the characteristic of a person to create a new understanding and form new skills. J. Guilford demonstrates a number of individual abilities that characterize creativity: fluency of his

mind; ability to direct an idea in accordance with the goal; originality; curiosity; ability to hypothesize; imagination, fantasy. There are several stages of creativity in the activity of a teacher:

At the first stage, ready-made methodological recommendations are transferred to the layout; at the second stage, some adaptations (modifications), methodological techniques are introduced into the existing system; at the third stage, the content, methods, and form of implementation of the idea are fully developed; at the fourth stage, its own unique concept and methodology of teaching and upbringing are created.

The most important component in the structure of innovative activity of a teacher is reflection. Reflection is considered as the ability of a teacher to determine and analyze his own consciousness and activity (to look at his own thoughts and actions from the outside. V.A.Slasten). The pedagogical literature says that there are two traditions of interpretation of reflection processes:

eflexive analysis of consciousness, which leads to the interpretation of the essence of objects and their construction; human reflection to understand the meaning of communication.

In this regard, educational scientists distinguish the following reflux processes: understanding oneself and others;

self-assessment and evaluation of others; annotation analysis of oneself and others.

Reflection (Latin Reflexio - return) is considered as a process of cognition of the subject's own (internal) psychological feelings and circumstances. In the literature on philosophy and pedagogy, reflection in a person's own consciousness says that change is a process of thinking. There is an explanation in the psychological dictionary: "reflection is not only self-knowledge and understanding of the subject, but also the fact that others know and understand his personal qualities, sense of perception and cognitive (cognitive) imagination.

Conditions for the formation of innovative activity of a teacher. Innovation is a pedagogical process, not only its didactic significance depends not only on the device, but also on the results of the social essence of the teacher and his mental image. Innovation means openness, recognition of the opinions of others. It is envisaged that the innovative activity of the teacher will be carried out in the dynamics of collisions and mutual enrichment of different views. Effective implementation of innovative activity of a teacher depends on a number of conditions.

The teacher's appointed communication with him is unselfish in relation to the reflected thoughts, the attitude includes a willingness to recognize a rational situation in various situations. As a result, the teacher will have a wide scope of the subject (motivation), which will provide him with his knowledge and academic performance. Self-activation, creativity, self-knowledge and creativity of the subject (motivation) play an important role in the activity of the teacher. This makes it possible to formulate the creative abilities of the teacher's personality.

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