



Production Methods and Internships in Vocational Education

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Abstract: *In this article, the content of industrial and educational practice in vocational education is described as an integral process and result, expressed in the aggregate of its basic terms and concepts. Industrial and pedagogical practice in vocational education, the main goal and function of education is to form the foundations of professional skills in the chosen profession (specialty) among students, and the future in their profession is an expression of the transition from practical training to professional labor activity. It is also emphasized that knowledge by profession (specialty) will be provided for the formation of the relevant necessary skills in the process of training in production and teaching practice.*

Key words: *vocational education, industrial training, educational practice, skill, professional activity, industrial training, educational practice, educational practice, labor process, vocational training.*

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It is known that the new field formed on the basis of pedagogical science (didactics) is professional pedagogy (professional technique), which is mainly engaged in the theory and practice of industrial education.

At present, the training of qualified specialists in educational institutions in vocational schools consists of two independent parts, namely, theoretical and industrial education.

Until recently, "industrial education" was understood only as practical training in preparation for a profession, but in 1958-60, with the introduction of industrial education in schools, theoretical and practical training began.

The new edition of the National Program of Personnel Training in 2020 focuses on vocational education, envisages its comprehensive development, and requires improvement of its theoretical and practical aspects, which emphasize that this problem is the main one today.

In vocational training, production training and teaching are closely linked to problems.

Stages of industrial education

Industrial training of students in most professions is divided into three main stages:

- a) industrial education in educational workshops, training grounds, training laboratories, educational institutions of the educational institution;
- b) production conditions (enterprises, constructions, farms) production training; and finally divided into production experience.

Each stage has its own purpose and place in the learning process, they have different duration depending on the nature of the profession and it is determined by the production training program. Production training of students is carried out under the guidance of a teacher. This teacher leads the group attached to him from the beginning to the end of the education in the educational institution.

Control of the production process includes the progress of the technological process, the employee's own activities, equipment work, inspection and evaluation of product quality.

Maintenance of the production process includes maintenance of equipment, troubleshooting, job creation.

Therefore, the main task of industrial education in the educational institution is to teach students to plan, prepare, implement, control and maintain the production process specific to their profession.

The exact content of these tasks performed by the specialist in accordance with the relevant profession and level of qualification is reflected in the description of professional skills. This document is based on a single national reference book on the work and professions performed by the employee. It sets out the basic requirements for the knowledge and skills that a student should acquire while studying at an educational institution. The description of skills is the basis for determining the nature of training in the educational institution. Currently, this task is managed by state education standards. On this basis, the program is created.

The process of industrial training is carried out in different forms using different methods of training.

Forms of education are the methods of creating the educational process that determine the nature of the educational and production activities of students, the activity of the teacher (teacher) and the structure of the lesson. The teacher should be able to distinguish between the forms of organization of the learning process and the forms of organization of production activities.

Industrial education is a learning process aimed at the formation of professional knowledge, skills and abilities as a result of mental and physical activity.

The main task of the organizational form of industrial education is to organize the structure of the whole system of the educational process.

One of the leading characteristics of the educational production process in vocational education institutions is the participation of future professionals in productive work.

Organizational forms of industrial education are classified as follows:

1. Depending on the place of the educational process;
2. Depending on the different types of students' learning activities;
3. Depending on how the production master is attached to the students.

The objects of work in the process of industrial education are: laboratory, simulators, training workshop, training production workshop, training workshop, enterprise workshops.

Organizational forms of industrial education related to the place of the educational process.

In many cases, production training is organized in a variety of different locations. That is:

1. Organization of industrial education in the educational workshops of the educational institution;
2. Organization of industrial education in laboratories;
3. Organization of industrial education in landfill conditions;
4. Organization of industrial education in simulators;

5. Organization of industrial education in training workshops;
6. Organization of industrial education in the shops of basic enterprises;
7. Organization of industrial education in separate (staff) workplaces.
8. Organization of industrial education in the production environment.

1. Organization of industrial education in training workshops. At the same time, training workshops for each profession will be organized in each educational institution. These training workshops are equipped, the main task of which is to provide students with a basis for learning the basics of engineering and technology, the organization of productive work and mastering the basics of general labor, professional skills and competencies. Training workshops are further divided into training workshops and training production workshops. In training workshops, general and professional skills and abilities are formed mainly through exercises. In this case, productive work is not carried out, that is, they do not participate.

Training and production workshops are adapted to the production conditions, where students acquire skills and abilities on the basis of the industrial training program, as well as engage in productive work.

Lessons are the main form of organizing the process of industrial training of students in training workshops and production areas.

An industrial education course usually lasts 6 or 7 hours, depending on the age of the students.

The purpose of the final instruction is to conclude the lesson.

2. Organization of industrial training in laboratories. In some professions, the "Industrial Education" program provides for laboratory work. For example, laboratory work is provided for the adjustment and repair of household appliances and radio and television equipment.

During the laboratory work, students' theoretical knowledge is strengthened, and in the process of learning, skills and abilities in computational work are formed.

In educational laboratories can also be carried out work on educational research, which is equipped with special equipment, instruments, mobile models, mock-ups, machines and mechanisms, and educational activities in laboratories are organized in the form of brigades, units.

3. The organization of industrial education in the conditions of the landfill In many cases it is impossible to create a means of concrete production conditions for the formation of skills and abilities in students in the learning environment. Therefore, on the implementation of the formation of professional skills and abilities will be organized constructions, large-scale devices, machines, areas equipped with mechanisms. These areas are called landfills. Landfills include: vehicles, training equipment area for various devices, machines and mechanisms, open areas for cranes movement area, training fields for geological and geodetic works, etc.

All the main components of the production process, the purpose, content, learning activities of students and the teaching activities of the teacher (forms and methods of teaching), educational tools are closely linked. At different stages of the learning process, the goals of education determine its content; teaching methods and tools depend in many ways on the content of education. The learning activities of the students and the teaching activities of the teacher are closely interrelated, go hand in hand and make corrections.

Industrial training is linked to the place where the learning process takes place.

We believe that it is important to identify and put into practice the possibilities of developing and implementing the theoretical foundations of organizational forms for the development, improvement and practical application of industrial education.

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