

FORMATION OF PROFESSIONAL SKILLS IN THE PROCESS OF TECHNOLOGICAL EDUCATION

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ABSTRACT

This article describes the formation of professional skills in the process of innovative technological education in educational institutions and its impact on the quality of education.

Keywords: continuous education, personality, pedagogy and psychology, innovation, didactics, pedagogical technology, technological, problem situation.

Today, in our country, which is developing on all fronts, no matter which field you enter, you can see that the desire for innovation is increasing along with the goals and tasks set for that field. The changes in the field of education, as well as in all areas, and other features of the creation of facilities for the education and upbringing of our children, are shown in the article.

It is known that the future of any society depends on the education and upbringing of the young generation. Only such a generation will be able to fulfill tasks of national significance before the country and determine the historical destiny of its people. and improving its methodology, strengthening material equipment, expanding relations with industrial and agricultural enterprises around the school, organizing regular socially useful and productive work, skillfully combining it with education, fundamentally preparing students for work are the main areas of improvement. Technological lessons have their own characteristics: for example, students are engaged not only in knowledge activities, but also in creative activities: not only as objects of ordinary study of the preparation materials, tools, processes, but also as activities that activate the work of students. It also serves as an instructional tool. Educating and developing the personality, spirituality, and worldview of schoolchildren at the level of current requirements, first of all, begins with the family and is continued at school. Accordingly, in the process of educating and instilling in the minds of the young generation the right attitude towards the surrounding environment and nature, preparing them for work and profession is one of the important and urgent tasks facing us pedagogues. In the formation of economic knowledge in the course of the lesson, each activity should follow the following: in the educational work of the school, students should acquire knowledge and understanding of the market economy; it is permissible to involve students in practical training to strengthen their knowledge of the market economy; it is the teacher's or parents' duty to give students the first understanding of thrift, entrepreneurship, using everything sparingly, using time efficiently, and not allowing excessive spending; to take care of the common property of the school, to realize that it is a human need to protect private property and state property; teaching to save as much as

possible the money spent on school supplies during the transition to the market economy. In order to provide students with vocational training, the teacher should know and take into account the professional aspirations of each student, and help him to strengthen these aspirations. And the coach should always be aware of the desire of the student and what efforts are being made to achieve this desire. Forms of individual work with students occupy a special place in vocational training. In this case, it is necessary to find activities that are very suitable for the personal qualities and capabilities of each student. Today, the need to organize discussion classes is growing more and more. For comprehensive development of students, first of all, it is necessary to give them game tasks based on expanding cognitive activity. In this process, special attention is paid to the students' answers to acquire a creative character. For this, it is important to classify non-traditional lessons in didactic sources. The projects of such classes should reflect educational models and lesson stages that clearly reflect the roles of students. Lessons organized on the basis of games are considered an active form of educational training, and a certain reality is actively modeled in such an educational process. The main goal of such activities is to create an emotional attitude towards objective reality in students by creating a game situation. Games are also a means of teaching students to think like adults and play social roles. Students model a certain reality by understanding each other's feelings and actions. In this process, the knowledge acquired by each student acquires personal significance and emotional richness. It is known that games are characterized by different types. Including: according to the purpose, according to the number of participants, according to the character of the reality expression. In conclusion, it can be said that classes organized on the basis of houses are considered an active form of training, and a certain reality is actively modeled in such an educational process. The main goal of such training is to create an emotional attitude towards objective reality in students by creating a game situation.

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