

Organization Of Production Training And Formation Of Practical Skills

Urinov Uygun Abdullayevich

Doctor of Philosophy in Pedagogical Sciences, PhD. - Bukhara Engineering Technological Institute,

Abstract: In this article, the terms of vocational education, specialization, professional activity, vocational training, theoretical education, production education are given in today's education. The main problems of production education are widely covered. Organizational forms of production education are listed. Classifications of production education are listed. Production training was brought to be organized in different places and given to them by stressing in the separate. The general issues of production education have been extensively covered and the ways of solution have been analyzed.

Key words: Pupil, teacher, specialization, practical skills, qualification, production education, object of production, form of Education.

1. INTRODUCTION

In the resolution of the Cabinet of Ministers of the Republic of Uzbekistan" on measures to organize the activities of the national system of professional skills, knowledge and skills development in the Republic of Uzbekistan " on May 15, 2020, the following priority tasks were considered:

- create conditions for the working people to fully utilize their labor activity, improve the quality of the workforce, expand the system of professional training, retraining and professional development of persons in need of employment on the basis of international experience;
- formation of a single platform of the National Qualifications Framework for the acquisition of professional qualifications and skills corresponding to the requirements of the labor market, ensuring growth and competitiveness in the position;

The main objectives of the organization and implementation of vocational training will be as follows:

- to ensure that the knowledge, qualifications and skills of students comply with the established professional standards for the types of relevant professional activities (professions, specialties) ;
- to strengthen the acquired theoretical knowledge with practical skills and to ensure the formation of the necessary competences in the types of relevant professional activity (professions) in the students;
- to assess the level of knowledge and practical skills of students.

In the implementation of these tasks, a lot of positive work is carried out by educational institutions. It is permissible to emphasize the place of production education in the formation of practical skills in students in cooperation with production enterprises. Development of knowledge, skills and skills in students through production training is the most effective way.

The following are the objectives of production training. The main purpose of industrial education is the formation of practical skills in a particular profession, sphere in the educational sphere. In production training, the main goal is achieved in stages.

2. THE MAIN PART

Vocational education is the process and result of the acquisition of a certain level of knowledge, skills in a particular profession and specialty.

Professional training and work experience is a type of human labor activity that provides a complex of theoretical knowledge with practical skills and skills for the practical implementation of professional activity in a particular field, providing him with physical opportunities, mental abilities and legal skills.

Specialization is a complex of necessary knowledge, skills and qualifications acquired through special preparation and work experience for a particular type of activity within the framework of a profession.

The sphere of professional activity is the sphere of application of professional knowledge, qualifications and skills. Its naming is aligned with the names of economic and social spheres.

Vocational training is the process of forming knowledge, skills and skills that allows you to perform work within the framework of specific professional activities.

Qualification is a set of theoretical and professional knowledge, qualifications and skills necessary for the performance of a particular labor activity.

Production training and its content. It is known that a new sphere, formed on the basis of pedagogical science (didactics), is a professional pedagogy (professional technique), which mainly deals with the theory and practice of production education. At present, the training of qualified specialists in vocational training institutions consists of two independent parts, namely theoretical and industrial training. With the introduction of production education into schools, theoretical and practical training began to be carried out, when they say "production education", only in the preparation for a single profession, practical training was understood.

Theoretical education. The educational plans of professional educational institutions provide for Theoretical and industrial education. The task, content, methods, organizational forms of theoretical knowledge have their own characteristics and are aimed at training highly qualified specialists for one purpose, that is, for one. Therefore, theoretical and industrial education is an independent but interrelated part of the educational process in educational institutions. In education, the hours of practical training with theoretical lessons should be in certain proportions. In this it is necessary to assume that students are not familiar with the science under study, that the acquired knowledge is new for them. Thus, theoretical education includes the study of General Knowledge, Social, general-political and special disciplines of students and aims to formulate the system of knowledge necessary for

them to consciously master the profession under study in a solid and deeper way, as well as to further improve their production skills.

Cognitive discourse is a pedagogical process aimed at one, independent study, which is formed as a result of life and production experience and is strengthened in memory, students' perception, understanding and reasoning about the phenomena of Science and Real events, about the laws of nature and society.

All-Russian sciences are a specific link between general education and a special category of Sciences in terms of their content and their role in the educational process.

The task of studying special subjects is a phrase from which students learn about the system of machines, mesenteries, equipment, etc. in accordance with a certain profession, the technology of production and its organization, knowledge of materials.

Production training. The main task of production education is to prepare students, who in the future will become qualified specialists, for direct activity in a particular profession, that is, to train them to apply knowledge to practice, to form the necessary professional skills and qualifications.

Qualification is the ability of students to perform an action (or set of actions) in the labor process using the methods of action that are purposeful in certain conditions and, due to this, achieve positive results in labor, be conscious and ready (capable) to perform correctly. Skill is a component of skill, representing the ability to perform certain parts of the movement in an incredibly precise, quick and purposeful manner on its own, and this occurs as a result of repeated exercises many times in the students.

Production training is an extremely important component of the process of training qualified personnel, to which a large part of the total training time is allocated. The main problem of production education is to improve the acquisition of theoretical and practical knowledge. In vocational education, production and training are closely related to the problems.

The main problems of production training are as follows:

- review the content of theoretical and practical knowledge delivery in production education;
- production education system is a collaborative solution to content, teaching methods and teaching process.

Problems of vocational education. Vocational education is distinguished from general education by its educational purpose, the purpose of teaching, the choice of their programs and the content of the program, the connection with practical activities in teaching, etc. In the development of the vocational science program in vocational education comes from the requirements for professional qualifications. Although they are similar on the basis of the processes of general education and vocational education, in most cases the same didactic, methodological methods are used, in vocational education are radically separated by the features of theoretical and practical training. Because here the educational process is often carried out together with the production, where they are studied, produced, functioning.

Stages of production training. Production training of students by profession is divided into three main stages:

- a) production training in educational workshops, training areas, educational laboratories, educational farms of the educational institution of knowledge;
- b) production conditions (in enterprises, construction, Farms) production education;

c) production experience.

Each stage has its own specific goal and place in the educational process, depending on the nature of the profession, they will have a different term, and it is determined by the production training program. Production training of students is carried out under the guidance of the teacher.

This teacher leads a group attached from the beginning to the end of education in the land of knowledge.

In pedagogy, the process of education (educational process) is understood as a set of consistent and interdependent actions aimed at conscious and solid mastering of the system of knowledge, skills and qualifications of the teacher and his / her guided students, formation of the issue of their application to life, mastering the culture of mental and physical labor.

For the production education, which is part of the educational process, all its general legislation is also specific. The peculiarity of production training is that it is primarily an expression from the fact that the learning process is carried out in the tattoo of the productive toil of the students. And this leads to the fact that the educational process itself (its content, the educational activity of students, the educational activity of the teacher, the means of education, that is, all its main tactical parts).

For the production education, which is part of the educational process, all its general legislation is also inherent. The peculiarity of the production training is that first of all, it is an expression that the learning process in such is carried out in the tattoo of the productive toil of the students. And this brings out the peculiarity of the educational process (its content, the educational activity of students, the teacher's educational activity, the means of education, that is, all its main tactical parts).

The content of production training is determined on the basis of an analysis of the labor activity and qualification level (discharge, class, category) of the employee of the relevant profession. Such analysis shows that, regardless of the profession of the worker's labor activity, includes the following tasks: planning; preparation; implementation; control; maintenance tasks for the production process.

Planning the production process involves getting acquainted with the task, choosing materials, technology processes, tools, objects, drawing up the necessary computational work, execution plan of the work. Preparation for the production process is the laying down of materials, tools, equipment to work. The implementation of the production process is the implementation of manual operations, the management of the equipment in which it works, the adjustment of the technological processes taking place in the units and devices. Control of the production process involves the course of the technological process, the employee's own activities, equipment work, examination and evaluation of the quality of products.

Elimination of malfunctions of service equipment in the production process is a technique from which the workplace is organized. Therefore, the main task of providing production education to students in an educational institution is to teach them the planning, preparation, implementation, control and maintenance of the production process, which is typical for their profession.

The exact content of these tasks performed by a specialist in accordance with the relevant professional and qualification level is reflected in the description of professional skill. This document is drawn up on the basis of a general unified definition-skill reference

book on the work and professions performed by the employee. It noted the basic requirements for the knowledge and skills that the student must possess during the education in the educational institution.

Description of skills is the basis for determining the essence of training specialists in the land of knowledge. Currently, this task is governed by state educational standards. On this basis, the program is compiled. It is stated in the programs of production education, which is the main state document that determines the content of production education. In the production training program, interrelated ways, operations and methods of performing labor processes, depending on the complexity of the training material, are combined into subjects (from simple to complex), which are arranged in a certain order. The process of production training is carried out in different ways, using different methods of training.

When we say the forms of education, the methods of constructing the educational process that determine the nature of educational production activities of students, this activity is understood as teacher guidance and training structure. With the forms of Organization of the educational process, the teacher must be able to distinguish their forms in the organization of production activities.

Organizational forms of production education. When we say organizational form, the methods of constructing the educational process, which determines the nature of educational production activities of students of educational institutions of professional education, organization and management cliché method are understood in order to achieve the set goal of the teacher, Master of production education. It is important to identify the opportunities for the development and implementation of theoretical bases of organizational forms for the development, improvement and practical application of production education.

There are different opinions, comments, conclusions on the problem of organizational forms of industrial education. A.A. Budarni promoted forms such as collective, group and individual forms, organizational forms, such as practicums, seminars, electives, excursions, homework and additional lessons. Yu.K.Babanskiy, M.N. Skatskiy, G.I. Potashnik, S.M.Tyunnikov divided the forms of labor education in didactics into 2 groups: practical training in training workshops and training in production. For this reason, academician S.Ya. Batishev was one of the first to recommend groups for the classification of organizational forms of education:

- types and content of the teacher's activities on the management of the educational process;
- types and content of students' activities in the educational process;
- place of training.

Many authors associate organizational forms of education with the organization of student activities. Taking into account the views of many authors on organizational forms of education, the following category of organizational forms can be recommended:

- Organizational processes of industrial training, lessons, excursions, consulting (consultation) characterizing the educational process;
- organizational forms of education related to the nature of student interaction, frontal, brigade and individual;
- organizational forms of industrial education related to the place of the educational process;

- Organizational form of connection through the connection of the production training master to the group.

The organizational forms of education discussed above are conditionally defined, and since the first form shown is widely covered, we will focus more on the latter. However, it should be noted that all forms of education are aimed at a single goal, that is, to organize and achieve the goal of optimizing the learning process.

Some Concepts of Industrial Education. A. P. According to Belyayeva, the process of industrial education is a teaching, shaping and developing process. That's why managing this process needs to be flexible, creative and fast. 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 following terms are often used in organizational forms of education (form, content, organizational form). Content is an event or object that generalizes the organizing process or elements in a certain order.

Form is a structurally generalized form in which the elements of the learning process are interconnected. Thus, the main task of the organizational form of industrial education is to organize the structure of the whole system of the educational process.

Improving industrial education. The diversity in the content of industrial education is related to the separation of different elements, their regulation and the promotion of the typology of organizational forms of industrial education. Typology is usually understood as a method of scientific understanding, on the basis of which is a generalized model or type of system of objects with a certain property and their series.

One of the leading characteristics of the educational production process in educational institutions is the participation of future professionals in productive work. Experiments show that the objects on which industrial training can be carried out can be divided into three groups: training, training production facilities and production facilities.

- Training facilities do not include students in productive work, or they do not participate in production, training workshops, laboratories, simulators, etc. At these facilities, students form general labor and professional skills and competencies mainly through exercises.

- Educational production facilities include educational workshops in educational institutions, educational production enterprises, educational production workshops and educational workshops organized at enterprises. The main task of these facilities is to improve the general professional skills and abilities formed in the process of industrial training in educational institutions. At the same time, these facilities also produce real products to the order of the base company. All educational and production enterprises carry out educational and production work of industrial significance. These workshops are always attended by an engineer, foreman or experienced worker of the enterprise (plant). They follow the cycle of product discipline, maintaining technological discipline. The pedagogical guidance of the students in these workshops is performed by the master of industrial education.

- The production facility includes the workshops of the enterprises where the production training process is carried out. In these workshops, students will be able to carry out production training and practice, students will be assigned skilled workers, and the role of

production training master will be somewhat vacant. Here, students prepare the products in the plan and receive a salary.

Forms of production training. The process of production training is carried out in different ways, using different methods of training. When we say forms of education, it is understood that the methods of drawing up the educational process, which determines the nature of the educational production activity of students, the teacher's leadership and the structure of the training to this activity. With the forms of Organization of the educational process, students should be able to distinguish the forms of Organization of educational production activities from each other. The main task of production education is the expression from the formation of reading activities in students at different stages of it.

Production training is classified as follows:

1. Depending on the place of conducting the training process;
2. Depending on the different view of the educational activities of the students;
3. Depending on whether the master of production is attached to the pupils.

In the process of production education is the subject of work: laboratory, simulators, training workshop, training production workshop. Organizational forms of production education associated with the place of conducting the educational process.

3. DISCUSSION

In many cases, production training is organized in different places:

- Organization of industrial education in the educational workshops of the educational institution;
- Organize industrial training in laboratories;
- Organize industrial training in landfill conditions;
- Organize industrial training in simulators;
- Organization of industrial training in training workshops;
- Organization of industrial training in the shops of basic enterprises;
- Organization of industrial training in separate (full-time) workplaces.
- Organization of industrial training 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 subdivided into training workshops and training production workshops. In training workshops, general labor and professional skills are formed mainly through exercises.

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 organization of the process of industrial training of students in training workshops and production areas of production. The production training course usually lasts 6 or 7 hours, depending on the age of the students.

The structure of the industrial education course includes three main elements:

introductory instruction, student training and the teacher's current instruction, and final instruction. The main task of the introductory instruction is to give a complete and comprehensive idea of the goals of the future educational production process, its conditions, means, methods and features, as well as methods of control and self-control. The main task of the teacher's current instruction to students is to guide their activities during the production process, to monitor and analyze the achievements of students, to test and evaluate their knowledge, skills and abilities. The purpose of the final instruction is to conclude the lesson.

2. Organization of industrial training in laboratories. In some professions, industrial training programs provide for laboratory work. For example, laboratory work is provided for the adjustment and repair of radio mechanisms for household services 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. Training laboratories can also carry out work on educational research, which are equipped with special equipment, instruments, moving models, models, machines and mechanisms, and in laboratories, educational activities are organized in the form of brigades, units.

3. The organization of industrial training in the conditions of the landfill In many cases it is impossible to create a means of specific conditions of production 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 sites 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. The following work will be carried out at the training grounds.

Training and management, maintenance of machines and mechanisms at the landfill of the agricultural educational institution; loading, unloading, transportation, lifting, installation, etc. in the direction of construction. Thus, the problems of formation of skills and abilities in students are solved by adapting the landfills to the conditions of production in students.

4. Organization of industrial training in simulators. Simulators are an information device that accurately describes and controls this means of production. Provides preparation of students for production conditions and professional skills with the help of simulators. That is, the simulator is trained many times, skills and competencies are formed, and then transferred to the conditions of production.

5. Organization of industrial training in training workshops. This is a new organizational form in which the production facility is precisely adapted to the production conditions. That is, an environment that can work later. Here, equipment based on real product production technology will be placed and create real shop conditions, and students will produce the product. There are many training workshops available now. These are especially in the areas of industry, consumer services, trade and so on.

6. Organization of industrial training in basic enterprises. This is mainly due to the deepening of their knowledge, raising professional skills and abilities to the required level, learning advanced production practices, preparation for independent work and production practice.

7. Implement industrial training in state-of-the-art workplaces. In this case, mainly production graduation internships are carried out. Because businesses appoint leaders from interns, which is very important.

8. Implementation of industrial education in the production environment. Forms of organization of educational processes when students study in a production environment include:

- training of students in student brigades;
- training of students in skilled labor brigades;
- Individual attachment of students to skilled workers.

As mentioned above, students need to be able to differentiate between the forms of organization of industrial education and the forms of organization of educational and production activities. Frontal-group, brigade and individual activity are such forms. Each of them has its own advantages and disadvantages and is applied depending on the specific conditions in the production education of students. Forms of organization of the learning process and forms of student activity should be considered together.

The main components of industrial education, the learning activities of students and the teaching activities of the teacher (forms and methods of teaching), are closely linked. At different stages of the learning process, the goals of education determine its content, teaching methods and tools largely depend on the content of education. The learning activities of the students and the teaching activities of the teacher are closely intertwined, go hand in hand and make adjustments to each other. Industrial training is linked to the place where the learning process takes place.

Organizational forms of industrial education depending on the educational activities of students. The classification of organizational forms of industrial education related to the educational activities of students is mainly based on the content of the educational material. Most authors believe that the following forms of student activity exist: frontal, group, and individual. Forms of frontal and individual production training are conditional on students doing a task, because with students doing frontal work, each student does individual work on their own. Therefore, as the work here is focused on the end result, it is easily done by each student. The result obtained will be brigade (frontal) execution individual. Therefore, because of its complex nature, it can be called collective. Therefore, it can be said that there are two forms of organizing industrial education: collective and individual.

4. CONCLUSIONS

The training takes the form of a team: the organization of group, brigade and link production training.

Thus:

- In the frontal form of learning, all students do the same work on the same instrument and learn the same material at the same time.
- Teaching in the group form of education All members of the group study the topic of production training and they have the same skills and abilities using teaching aids. This form of education is driven by the formation of an initial plan and skills in students.
- The brigade-based method of education is characterized by the interdependence of the

products produced by the brigade members (group), and a sense of collective responsibility is formed. If the final result is not obtained through the team members, then the form of link training is used. It is used in the manufacture of complex products. The form of link teaching can be used in training workshops, training workshops and partial production.

- The form of organization of individual training can be used mainly in the laboratory in industrial training in a team of workers and during the internship in future individual workplaces.

Organizational forms of industrial education related to the management of the learning process.

Organizing the activities of the master of industrial training. The application of new educational content to the educational process requires a reconsideration of the activities of production masters. That is, in the past, each master was attached to one group and worked only with this group, but now the content of this training requires their specialization. Because the departments of industrial education are becoming more complex. That is why it is difficult for a master to know it all perfectly.

At present, in some educational institutions, production masters are attached to training workshops, laboratories and groups. Masters attached to the workshop or laboratories will teach in all groups related to the curriculum and program content. At the same time, the production master attached to the group carries out his pedagogical activity together with the master attached to the laboratory or workshop. The production master attached to the training workshop also carries out educational work at the same time in the process of industrial training.

5. REFERENCES

- [1] Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 15, 2020 No 287 "On measures to organize the activities of the national system for the development of professional skills, knowledge and abilities in the Republic of Uzbekistan."
- [2] Mirziyoev Sh.M. Critical analysis, strict discipline and personal responsibility should be the daily rule of every leader's activity. –T.: Uzbekistan, 2017. - 104 p.
- [3] Mirsaidov K. Teaching and production education of special subjects. - Tashkent.: Teacher, 1996. - 105 p.
- [4] Begimkulov U.Sh. and others. Information of pedagogical education: theory and practice. Monograph. - Tashkent: Fan, 2011. - 232 p.
- [5] Muslimov N.A. Professional formation of future vocational education teachers. Monograph. -Tashkent: Fan, 2004.
- [6] Xodjabaev A.R. Methods of organizing and conducting practical training. -T., 2007.
- [7] Sharipov Sh.S. Professional pedagogy (methodical manual). T.: TDPU, 2006.
- [8] U.Urinov. Formation of Students' Practical Skills in Technical Higher Education Institution and Production Enterprise. Pedagogies Journal, ISSN 1554-480X, United Kingdom.
- [9] U.Urinov. Status and problems of cooperation with higher educational enterprise enterprises. International Journal of Psychosocial Rehabilitation Volume 24 - Issue 8,

2020. P 5277-5282

- [10] U.Urinov. Social psychological priorities of social cooperation. European Journal of Research and Reflection in Educational Sciences. Great Britain. Progressive Academic Publishing. Vol.8, No.2, 2020, P 62-65