



Spectrum Journal of Innovation, Reforms and Development

Volume 07, Sep., 2022

ISSN (E): 2751-1731

Website: www.sjird.journalspark.org

**ASSESSING THE TRAINING OF HEU' STUDENTS IN THE FIELD OF
VOCATIONAL EDUCATION THROUGH PEDAGOGICAL STRATEGY: ON THE
EXAMPLE OF UZBEKISTAN**

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Annotation

This article aims to develop a pedagogical strategy for preparing students for vocational education. The author presents the structure, components and conditions of preparation of students of higher education institutions for professional and pedagogical activity on the basis of a competency approach. The experimental sites were obtained in higher education institutions in Uzbekistan.

Keywords: HEU', pedagogical strategy, professional education, pedagogical activity, competitive approach.

INTRODUCTION

The fact that educational paradigms around the world are being improved and updated on the basis of digital technologies requires the application of new pedagogical strategies in education and a clear definition of strategic tactics. At the same time, the integration of science and industry, scientific and technical information, scientific and innovative ideas, the rapid development and rise of startup projects to a new level, the expansion of professional activities and the requirements of professional standards are constantly evolving. The education system of the United States, Europe, South Korea, China, Singapore, and Japan leads the world in the application of new pedagogical strategies in education. Therefore, it is important that the specialists of the leading higher education institutions, which are included in the TOP-1000, are competitive in the international labor market, with the necessary competencies in the field of production, their specialization.

According to the pedagogical theories of pedagogical scientists and practitioners of the world, in the development of professional readiness of students in higher professional education, the continuity of education, logic and need-based, the effectiveness of the education system the method is inextricably linked with the creation of a technical-technological, creative environment and educational space for the full realization of its hidden abilities through the use of its tools. Therefore, there is a need to ensure the continuity of teaching in vocational education, the development of educational processes and the orientation of the content of specialized disciplines to practical skills.

As part of the reforms in the higher education system in Uzbekistan, the President of the Republic of Uzbekistan approved the "Concept for the development of the higher education system until 2030". The concept includes "ensuring the coherence and consistency of general



secondary, secondary special and higher education programs in order to achieve continuity of education." Special attention was paid to the formation of skills of students in the use of modern pedagogical technologies in the educational process, improving the infrastructure of pedagogical education, the provision of highly qualified professional teachers who have learned foreign languages in all secondary schools in the region. "Everywhere you look today, the tide of protectionist sentiment is flowing. We can respond to this fierce competition only through the widespread introduction of modern science, high technology and innovation". Therefore, in the research work carried out in the higher education system, it is important to design and implement pedagogical strategies in line with modern educational trends to ensure the quality and effectiveness of teaching, high intellectual potential and professional competence of specialists and their worthy place in the labor market.

Improving the methodological and scientific-methodological framework for the development of professional training of students in modern education on the basis of pedagogical-strategic design, the development of knowledge, skills and abilities of teachers in the pedagogical process of digital technologies, multimedia, advanced pedagogical technologies, Cultural Organization (UNESCO), International Project on Technical and Vocational Education (Germany), Educational Organization e-DEKA, Aghioi Theodoroi (Almyrra), Korinth Greece (Greece), Dubnica Institute of Technology in Dubnica nad Váhom Slovakia (Slovakia), University of Research is being conducted in higher education institutions such as Management Education (Ukraine), Gazi University (Turkey), Universitas Negeri Malang, Academy of Education (Russia), Tashkent State Pedagogical University (Uzbekistan).

The following scientific results have been achieved on the problem of improving the professional and pedagogical training of students in the field of vocational education on the basis of strategic design: advanced teaching methods in vocational education and professional competencies of graduates based on the integration of digital technologies (Scientific and Cultural Organization (UNESCO)); Mechanisms for diagnosing the readiness of graduates in the technical field for professional activity and the development of professional competencies of graduates of employers in the manufacturing sector on the basis of training tools have been improved (University of Management Education), as well as Namangan Institute of Engineering and Technology (Uzbekistan).

METHODOLOGY

The purpose of given article is to improve the pedagogical strategy of preparing students for professional activities in the field of vocational education.

Tasks to Research work:

determination components preparing of students of professional and pedagogical activities and necessary competencies on the basis of requirements of the employer;

analysis of the content and essence of the "pedagogical strategy" on the basis of international pedagogical experience, identification of the space of professional education, its features, functions, components, organizational principles and strategic design of the pedagogical process;



improving the model of designing a pedagogical strategy for the implementation of the didactic process aimed at the integration of professional and pedagogical knowledge, the performance of professional tasks and individual improvisation;

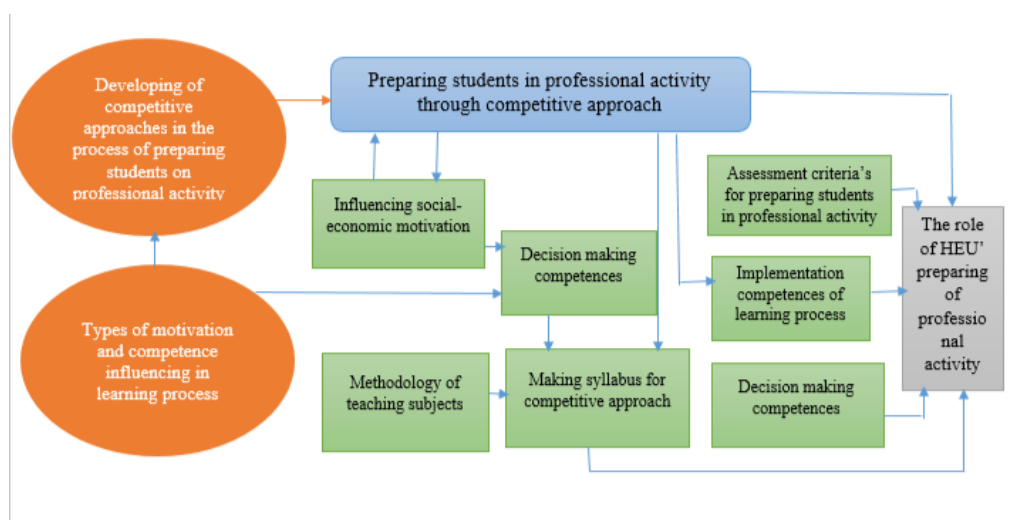
development of the content and functional blocks of the pedagogical strategy for designing the professional and pedagogical training of students in the field of professional education;

development of didactic support, including a technological map of the implementation of pedagogical strategy, methods based on creative education, tools for complex pedagogical diagnostics of competence in assessment of learning outcomes;

identification and improvement of components of the system of assessment of the level of professional and pedagogical training of students.

Areas of preparation of students for professional and pedagogical activity are developing with the most advanced methods and directions recognized worldwide. Today, new concepts and theories are being developed in connection with other areas of scientific research in this area, which are waiting for their widespread application. The direction of preparing students for professional and pedagogical activities in higher education is developing in harmony with the development of vocational and pedagogical and technical education as an integral part of general pedagogy, which is relatively young and developing in many areas. The main goal of the new stage of preparing students for professional and pedagogical activity is to train specialists who will be able to adapt to the changing world production conditions, to raise our economy to a new level and to develop a creative approach, independent thinking and application.

Deal to these we make up structure of preparing students in professional activity through competitive approach. (Pic.1.)



Pic.1. Preparing students in professional activity through competitive approach

It is one of the most important requirements for the qualification of a university student ready for a high level of professionalism, which reflects the level of competence in the chosen professional and pedagogical field. According to A.A.Kirsanov, "Preparing students for professional and pedagogical activities in higher education" is an aspect of the student's



compliance with the requirements of the employer as a future specialist, high qualification and skills in professional and pedagogical activities, the level of competence in the chosen professional and pedagogical field.

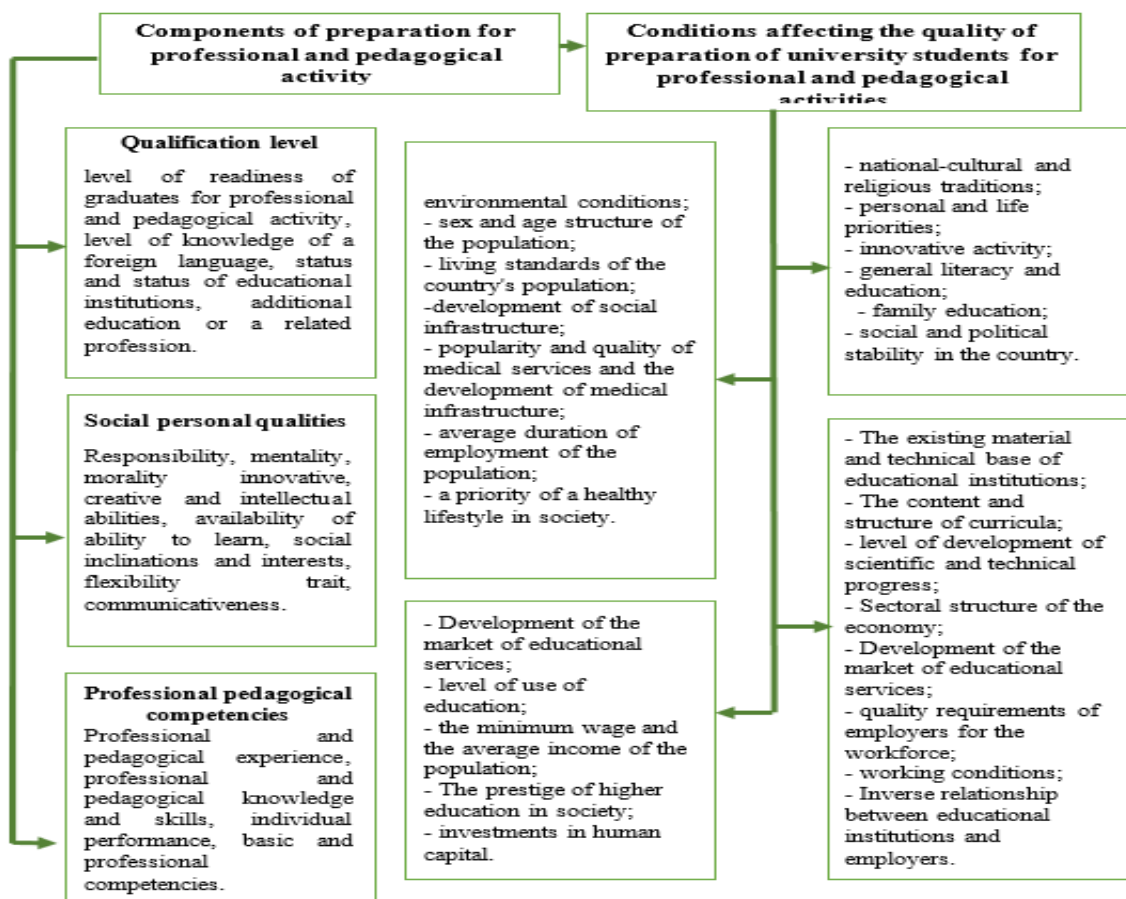


Fig.2. Components of preparation of students for professional and pedagogical activity and conditions affecting it

The study identified the components of preparing students for professional and pedagogical activities: the level of knowledge, socio-personal and professional-pedagogical and conditions that affect the quality of preparation of students for professional-pedagogical activities (see Figure 2).

The development of preparation of students for professional activity in higher education, the pedagogical process in the professional formation of the specialist is carried out in the professional-educational space, which is a factor in determining the personal development, self-awareness, professional orientation of students in higher education.

In our study, professional education is given priority as a leading factor in improving the preparation of students for professional activities. In our opinion, the need to combine professional education in higher education stems from the formation of professional-pedagogical, personal and competent qualities of the graduate - a future specialist.



DISCUSSION

During the research, the university educational space can serve as an important factor in improving the preparation of students for professional activities in the following cases:

- design of specially organized interrelated professional education and structures for the development of a competent approach;
- creation of a multifunctional space, including educational, professional-pedagogical, practical, research, innovation, educational, management, economic and financial elements;
- student-teacher - the creation of a multi-profile space that serves to develop the subject-subject interaction between the employer.

It has become a tradition to understand that the main meaning of the concept of "strategy" is to set a step-by-step action plan developed in a non-standard environment to achieve the desired result.

A strategy is a long-term plan to achieve a forward-looking goal or desired outcome through the gradual implementation of detailed actions.

As for pedagogy, the strategy gives a humanistic meaning to the educational strategy as a type of professional-pedagogical activity directly related to the personal principle of the teacher.

The humanistic strategy of education as a program of professional and pedagogical life is manifested not only in the form of necessity, but also in the form of the opportunity to express themselves in professional and pedagogical activities. We also cite the views of several scholars in determining the content of this concept (Table 2).

Table 1. Scientific aspects of the study of the phenomenon of "pedagogical strategy"

Definitions of "Pedagogical Strategy"	Authors
An individual approach to solving a specific professional-pedagogical and pedagogical situation that leads to an effective result.	E.V.Barbashina
It is interpreted as an innovation strategy in the activities of future teachers. Revealing the inner potential of the professional and the personal development of the teacher.	E.V.Lopatkin
The system of mental actions of the teacher is characterized by a holistic approach to the result (goal) of the activity, defines a specific feature. determines a certain level of creativity in the process of activity and the individual style of teacher activity.	V.N.Chernobrovkin
It is a meaningful part of the subject matter, the application of methods, forms, tools, and flexible methods aimed at the practical application of a particular strategic direction (any position of the object of influence).	M.Nilsson, S.Pennbrant, E.Pilhammar, Claes-Göran Wenestam.
It is the activity of professors and teachers of higher education institutions, which defines the purpose of the educational process, which serves as a strategic direction, as well as a means to achieve it.	M.G.Yanova, V.V. Ignatova
A long-term process that represents a set of purposeful actions of a teacher aimed at achieving a certain result (for example, aimed at developing the professional and pedagogical activity of a university graduate).	I.A. Donina
This is the activity of the educator, which is carried out in accordance with the pedagogical goal, plan and ideas presented for its implementation, which ensures the effective implementation of actions in the identified pedagogical situations.	V.A. Bolotov, N.F. Efremova



Based on the studied definitions, the author's definition of the concept of "Pedagogical Strategy" is given - the integrative features of the teacher in solving large-scale, professional-pedagogical functions aimed at developing the educational process, carried out to achieve the stated goal of the pedagogical process.

In the design of pedagogical strategy, pedagogical approaches (systematic, person-centered, competent, synergetic, active) complement each other and allow to study and solve the problem of preparation for professional and pedagogical activity through the development of professional competence.

While defining the features of the preparation of students for professional and pedagogical activities and the essence of the pedagogical strategy for their improvement, we will focus on its main theoretical aspects, namely:

- Understanding the strategic goal of developing students' professional competence in overcoming the existing problems in the field of employment of university graduates;
- The strategic goal of developing training for professional and pedagogical activities is to combine the unique competitive advantages that allow the student to work stably as a young specialist and find a job in the current competitive environment;
- Tactical tasks of the pedagogical strategy aimed at improving the preparation of students for professional activity - the gradual development of opportunities and conditions for the formation of each component of the student's professional competence, pedagogical support.

There are many different pedagogical strategies in pedagogical practice. Therefore, the content selected for the implementation of the training strategy should depend on the strategic direction and sufficient forms, methods and tools to achieve the desired result.

CONCLUSION

The aim of the experimental work is to test in practice the pedagogical strategy aimed at improving the process of preparing students for professional pedagogical training. On the rise of the necessary competencies of students, collaborative technologies are used in the organization and development of independent learning in the classroom and after-school hours, independent study, course and thesis work, preparation for startups. In order to determine the level of development of professional and pedagogical training, creative, practical tasks, project work were given. During the pedagogical experiment, questionnaires were developed for employers, graduates and teachers. According to the results of the survey: The analysis of the requirements for professional activity imposed on a graduate of a higher educational institution was carried out; methodological recommendations for self-diagnosis of competitiveness were developed.

We used the self-assessment method as a tool for assessing the level of formation of the necessary professional competencies of graduates in the initial and final period of the development of competitiveness in professional activity. The results were analyzed by comparing the situation at the beginning and end of the experiment and determining the level of readiness for professional and pedagogical activity.

In conclusion, the results obtained by walking pedagogical experience, the implementation of the development and implementation of a pedagogical strategy for preparing students for



professional and pedagogical education. The analyzation of the results of pedagogical experiments shows that the level of preparedness for professional and pedagogical activity in experimental groups has been increased to 16%. This is the provable emotionality of the pedagogical strategy developed by us and the developed model and methodology.

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