

# Indicators And Significance Of The Quality Of Professional Training Of Future Educators

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**Annotation:** The article describes how vocational training can lead to the acquisition of a particular knowledge, skills and abilities as well as the ability to be independent in the future. It is emphasized that how to experts to enter the production environment. Professional training of future professionals is the acquisition of fundamental knowledge, the application of this knowledge and the development of personal characteristics.

**Keywords:** Professional, educator, vocational training, quality, knowledge, skills, skills, skills, specialist.

## 1 INTRODUCTION

Although the concept of "vocational training" has been used in many scientific publications and is heavily embedded in the terminology of pedagogy, it has so far failed to achieve clarity that it reveals that there is a difference among various points of view in explaining its essence. Defining different definitions of the concept of "vocational training" have an impact on solving the problems of improving the quality of vocational training. It should be added that clarifying the correspondence of the concept of "Vocational Training" to the specialist grows demand for graduates of higher vocational education institutions, and it is being approved by the State Educational Standards. The pedagogical encyclopedia defines "vocational training" as "a set of special knowledge, skills and abilities, mechanical experience and behavior to succeed in a particular profession" [1]. Vocational training does not define serious symptoms, but only one sign, namely, preparation for specific activities. We highlight three elements in vocational training: to direct to teaching profession, teacher training and professional flexibility. Many researchers have suggested that the concept of education includes knowledge, skills and abilities. At the same time, there are attempts to clarify this concept, taking into account the specifics of vocational education. According to V.S.Lednev, the notion of education is "a system of knowledge and skill that is necessary for performing a professional activity", and this view has been favored by many researchers[2]. However, research shows that the amount of knowledge, skills and abilities gained is not enough to carry out professional tasks. As V. Kraevsky pointed out, a complete mastering of professional knowledge, skills and abilities does not contribute to the high performance of teachers because they have been repeatedly disadvantaged in situations which not covered by activity [3]. From the foregoing, the acquisition of accurate knowledge, skills and abilities is essential for a specialist, but they are not the only quality indicator of professional training. It should be noted that in all published works on improvement of vocational education it is necessary to improve the quality of vocational training, but it is often understood as the acquisition of knowledge, skills and abilities.

The training of future professionals includes the acquisition of knowledge and the ability to set goals, analytics, activities and results, as well as evaluating and predicting the result. The term "professional training" refers to acquiring the necessary amount of knowledge, skills and abilities. Professional specialists should clearly know the purpose and results of his or her training as well as he or she should be ready to join to the production environment that requires further knowledge, skills and skills[4]. It can be concluded that "vocational training" must acquire not only a certain knowledge, skills and abilities, but also the ability to become independent in the future, and it provides specialists' entering to the production environment. As for B.F.Raysky, the concept of "vocational pedagogical training" is "a large amount of political economic and scientific knowledge in the subjects taught; high culture, knowledge of pedagogical theory, general, age and pedagogical psychology, ability to solve given pedagogical problem with consideration and ability to analyze results with self-criticism, combining a wide range of knowledge and skills. As it is given, in this description the concept of "the quality of vocational training" is similar to "the quality of teaching". It should be noted that he included a high degree of culture and abilities to the concept of "vocational training". And also, while solving the problem of the pedagogical issue one should take in consideration the condition, then analyze and criticize the problem.

According to V.A.Slastenin, the essence of professional training is that the graduate of Pedagogical Higher Education must be able to achieve the following:

- a) development of the professional activity of the senior scientific and pedagogical degree;
- b) independent study, description and interpretation of pedagogical events;
- c) integrating pedagogical sciences into an independent approach, rapidly and competently updating the presented information[6].

However, continuing education is impossible without the current knowledge of the subject. As a researcher V.A.Slastenin commented on this: modernization of knowledge with the sharing of professional skills and abilities, the acquisition of knowledge, professional skills and abilities, future vocational training will provide students with a modern form of academic and pedagogical thinking and independent professional education. The quality of vocational training should be clearly divided into a specific practical activity. While upgrading the education system meets modern requirements, Higher Education institutions

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need to change their emphasis on education. In the process of preparing for higher education, teachers need to have their own individual creative ideas and their own professional divisions. We are keen on innovation in vocational training, it is worth mentioning students' creative way of educating themselves is a reflection of the quality of professional training. Therefore, the creative development of education should facilitate the independence of students. The analysis of the notion of "quality" implies three approaches: objectivity, realism, and development. The first approach is to analyze the "entry-out" description of the education system (professional level of teachers, the level of training of applicants, as well as student ratings, successful employment, etc. The second approach focuses on the students' professional training that meets the standard requirements. The third approach is to analyze the expectations of development and to prepare the graduates for the development of the content.

#### Here's a list of a few features that describe professional training:

- Independent individual with knowledge, skills and competencies required to recover;
- Ability to solve emerging problems in business planning;
- The ability of a well-trained subject to prepare a specific function;
- The formation of modern scientific and pedagogical thinking in students, preparation for independent professional education;
- Practical training of specialists, social and professional positions;
- Creating a creative way of teaching;
- Sharing skills and abilities in the implementation of all pedagogical knowledge;
- Development of professional skills.

We see a common view point that is a part of professional training. The union of ideas will be added to the dissemination of fundamental knowledge, skills and abilities. In fact, all researchers acknowledge the willingness of professionals to make their own creative functions in a creative way. At the same time, it also includes indicators of personal growth, such as independence, behavior, readiness to learn, and changing social position. Similarly, when it comes to professional training, there is a process of updating basic knowledge, skills and abilities to successfully implement a specific supplier function. In order to solve the problem of professional training of experts, it is necessary to identify the guide. It should be noted that in all published works on improvement of vocational education it is necessary to improve the quality of professional training of specialists. However, the act of aggression is considered as a factor of modernization of knowledge, skill and skills. We use a set of guidelines, known as the quality of professional training, this complex will provide a successful implementation of the functions that the specialists of the produce. The quality of education is based on three components:

- 1) the quality of education;
- 2) quality education services;
- 3) results of educational process in the university.

Given the different perspectives of researchers on the definition of quality of vocational training, we first of all clarify the

essence of the concept of 'quality'. The quality of the pedagogical teachers' training is a methodological category that reflects the intended purpose of teaching. It is a "set of interrelated and dependent features of the object that is, a hierarchy of characteristics and of the object's status indicators to be evaluated and analyzed" [1]. Students are recommended to include a level of expression that is an indicator of quality of preparation for professional activities: Educational fundamentals (providing a wide range of specialist), purposeful specialization, acquire creative skills. The degree to which a person's ethics is adhered to and the level of education in the social and economic sciences and humanities. Competitiveness and quality assurance required in the training of specialists require the four criteria to be met. These are: professional knowledge, communicative culture, the desire for professional growth, reflective ability. Each of the recommended criteria should be described in terms of specific parameters.

#### A graduate of a Higher Education Institution must do the following:

- a) creation of own professional activity at the highest scientific and pedagogical level;
- b) independent study, description and interpretation of realistic pedagogical vision, making informed professional decisions;
- c) independent search for pedagogical knowledge, quick and skillful access to the flow of information.

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