

The possibility of using educational technologies that improve professional skills and its essence

Nargiza Juraeva^{1,2*} and *Zarifa Juraeva*¹

¹Bukhara State Pedagogical Institute, Bukhara, Uzbekistan

²Bukhara State University, Bukhara city, M. Iqbal, 11, 200100, Uzbekistan

Abstract. Developmental educational technologies are a tool that leads to quick and effective results through the quality organization of the educational process. An example of this is the technology for developing the student's personal qualities, knowledge in certain areas, and creative abilities. The use of these technologies is of great importance in the organization of studies in the credit-module system; it encourages distance learning to increase the interest of students in their profession and to be in constant independent research during their professional activities. In this article, opinions on effective use of developmental educational technologies and methods of increasing students' interest in independent work are presented. Keywords: education, technology, student, interest, activity, profession, skill, development, pedagogic ability, moral-aesthetic outlook, cooperative education.

1 Introduction

International pedagogical experiences demonstrate that the development of significant professional qualities in students, such as quickness, effective adaptation to rapid changes within a brief period, active assimilation of knowledge, and consistent familiarization with news, holds great significance. As a result, among future specialists, the main educational goals of developing learning activities, forming as a qualified specialist, achieving professional advancement, and students' consistent, continuous, purposeful, systematic acquisition of information necessary for organizing life and professional activities play an important role in achieving their purposeful formation.

In fact, development is a continuous process that continues from the birth of a person to the end of his life, and as his experience and practical skills increase, his scope continues to expand. Formation is a purposeful process directed toward certain activities under the influence of external and internal factors. Based on this, it can be said that a science teacher should conduct his professional training and efficiency in connection with the general development of a person. The teaching process is a factor in the continuous development of

* Corresponding author: rustambek852107@gmail.com

the teacher's professional skills, and it is a product of both passive and active mutual actions of the teacher and the student.

“Development” is a concept of a more quantitative nature, reflecting the process of an individual's regular acquisition of new personal characteristics throughout his life. Enrichment of speech, increase in knowledge, mastery of moral norms, and getting used to reckoning with other people's relationships are signs of development. However, in our opinion, qualitative indicators are more important than quantitative aspects of the educational process. As a result of the development, the teacher's skills increase, the achieved spiritual qualities become more solid, the teacher's personal character is polished, and his spiritual image is improved.

The concepts of “development” and “formation” always go hand in hand. We would like to draw your attention to the following aspects of the matter: first of all, according to the dictionary meaning, “development” in Arabic means transition from one state to another higher state, growth, rise, progress, prosperity; “formation” means acquiring a specific meaning, direction, “formation” means the process of forming knowledge, skills, and qualities in a person with the help of genetic factors, environment, directed education and personal activity.

So, development is a continuous process that lasts from the birth of a person to the end of his activity, while formation is a purposeful process directed to a certain activity under the influence of external and internal factors. Based on this, it is necessary to consider the professional training of a science teacher as a component and process of the overall development of a person.

The teaching process is a factor of continuous development, and it is a product of both passive and active mutual actions of the teacher and the student. If the lesson is not organized through such factors, the two participants in the process will become unmotivated. We all know that, for example, when artistic material becomes educational material in literature classes, i.e. when thinking with the language of science, a teacher who is teaching undergoes a special "pedagogical transformation" on the way to the development of his professional training. Is a trying, improving independent professional skill or is engaged in professional development. After all, the ability of a pedagogue is evaluated only when the unique way of imparting knowledge differs from others. It stipulates that the educational process should be carried out taking into account the age, level of knowledge, skills and qualifications of the participants, and their inclinations. It is precisely because of the uniqueness of such a course that one subject is explained to students of the same age in a completely different way and a dramatically different educational result is achieved. Therefore, before the lesson, the science teacher must prepare the stages of the lesson, taking into account the subject in which course, in which way, all aspects of the subject to be studied, and the relationship of the subject to related subjects [1,5].

In the papers [2-4, 6] the role of modern pedagogical technologies in the educational process, organizing educational processes based on pedagogical technologies, creating innovative activities of teachers, and ways to increase the creativity are described. Based on pedagogical technologies from various subjects, experimental tests have been carried out. Using the mathematical and statistical elements, the research results obtained in experimental and control groups were comparatively analyzed.

2 Materials and methods

Globalization, by its essence, requires achieving mutual cooperation and integration with the countries of the world community, leaving a certain region. Higher education, based on the traditional idea and views, is limited to qualified personnel of the country, a small number of allied countries, and developing countries. Solved the tasks of meeting their needs, and for this purpose, formed a unique teaching system. According to him, knowledge was delivered to students by teachers and pedagogues. Learners mastered knowledge based on the principle of feedback to teachers and pedagogues. Traditional education was based on such a mechanism, according to which, at first glance, there is no need for learners to work on themselves, to act independently in order to acquire additional knowledge. However, this very situation allows them to freely think, observe, put forward their own points of view, compare different theories and views, and make the right decision, would deprive them of the opportunity to promote their ideas. The next stage is the fact that students face serious obstacles in independent study, free thinking, putting forward certain ideas, conducting practical research, and solving problems correctly and rationally in complex situations. They were not sufficiently prepared for it, and it led to their not being fully formed as specialists.

The presence of serious obstacles in the practical implementation of the acquired knowledge and the lack of the formation of intellectual competence at the required level ensured that the problem of increasing the learning activities of students became more urgent.

According to the traditional approach, teaching in higher education institutions is necessary for the acquisition of knowledge and skills, which are reflected in the future professional activities of students, creative abilities, and spiritual beliefs. It is manifested as a goal-organizational pedagogical process that encourages educational activities aimed at organizing worldviews, morals, and aesthetic views: teaching and learning.

Regular organization of certain activities creates certain skills in a person. And skills turn into competencies in the process of consistent continuation of activity. The formed qualification ensures a quick, high-quality, and efficient performance of the activity by the individual. To the extent that achieving efficiency in activity has been of interest to humanity, it has gained such relevance that the person who organizes it has a qualification through professional development. Acquiring a professional qualification has social as well as personal importance. Therefore, the development of professional skills of personnel has become an important direction of the education system. Qualification and professional development are, first of all, special knowledge, and then the experience and skills acquired through long-term repeated exercises, consciously passed through the call of intelligence and thinking.

Therefore, developmental educational technologies occur simultaneously in the teacher's activity and in the student's physiology.

Pedagogues who do not have professional skills and qualifications will not have the opportunity to provide quality education to the young generation and to form high spiritual and moral qualities in them. It is desirable to understand the improvement of teachers' qualifications, firstly, as arming them with modern knowledge, improving their existing skills and qualifications, as well as enriching their spiritual and moral qualities. Therefore, rapid changes taking place in the social, economic and cultural spheres require the continuous enrichment of existing knowledge and the improvement of skills and qualifications. Therefore, every specialist should work on himself and continuously improve his knowledge and skills. Exchange of experience, participation in practical seminars, and "teacher-student" traditions play an important role in the effective implementation of this process.

Professional qualities of a person are a set of abilities that are very important for a person's specific activity, and properties that increase the efficiency of professional activity, are called professional qualities of a person. These qualities include the following: professional thinking (technical, economic, and humanitarian) skills; psychomotor tasks; and, as a result of the high level of integration in the performance of labor operations, it created an opportunity to compete with regional markets.

Professional training:

- a pedagogical process that implies the goal of rapid acquisition of the skills necessary for the completion of a specific job or set of jobs.

- the process of forming knowledge, skills and competencies that allow one to perform work within a specific professional activity is carried out through a specific professional activity.

It reflects developmental educational technologies, i.e., game technologies (role-playing and business games). Based on the study of their essence, it became known that the effectiveness of business games in improving the professional skills of pedagogues is relatively low. For this reason, role-playing games were mainly used in the lessons and training.

Role-playing games help practicing teachers to master the skills and abilities of effective organization of education. Solving pedagogical problems on the basis of fulfilling different roles as participants of the educational process (for example, students, parents, representatives of the pedagogical team, experts, employees of social organizations, etc.) ensures full understanding of the necessary theoretical knowledge by pedagogues. On the basis of playing roles, there is an opportunity to think about the seemingly neglected aspects of problems that are evident in pedagogical practice.

For example, the use of role-playing games allows pedagogues to comprehensively study the causes of this situation when working with students who have obvious problems in their independent learning and to analyze the inner experiences, thoughts, and problems of such students. Parents, other members of the family, the pedagogical team and the public—not denying them, but on the contrary—help to master the skills of forming a project of action aimed at determining the possibilities of providing the necessary support. Including the methods of "Intellectual biathlon", "Relay of completed tasks", "Systematic concepts cross" interactive education, problematic education, project education, and cooperative education aimed at developing students' learning. Effective possibilities of using technologies were identified and served to increase students' mastery indicators when used in training sessions, and work on this activity is being carried out.

Based on the above points, it can be said that interactive education is a form of education based on mutual cooperation, mutual understanding and solidarity between "teacher-student-students" and is used by students. Ensures quick and effective learning of educational materials.

As methods actively used in interactive education, pedagogues use debates, solving problem situations, trainings, role-playing games, business games, debates, interviews, demonstrations (or defenses) and interactive methods with specific conditions. It is desirable for them to be sufficiently familiar with it.

Discussions, problem-solving, training, role-playing, demonstration (or defense), video analysis and specific conditions according to the purpose of the organization of interactive education in the development of the professional competence of teachers can be used effectively. After all, these methods require thorough knowledge of the essence, purpose, principles and directions of the lesson by teachers, as well as the ability to plan activities correctly. Certain activities (for example, methodical diagnostics, psychological description and propaganda, psychophysiological prevention, or having professional skills and competences in the development of technological maps or projects related to "providing

support and development for students, parents, class leaders and teachers and guiding students to the profession") allow you to.

Collaborative education consists of the joint development of the pedagogue and students in the process of educational activity, the ability to deeply understand each other, to feel closeness to each other, and to analyze the stages of activity and the results achieved in these stages in cooperation and progress. It is also of special importance, as it reflects the development of ideas.

Cooperative education is based on the following target areas:

Organization of relations based on educational cooperation, denying pedagogical requirements;

Individual approach to students based on humanitarian ideas;

Achieving professional and spiritual unity during the educational process.

The main idea of cooperative education is to carry out educational tasks together and to receive education together. In the application of such educational technology, it is necessary to pay attention to the creation of educational activity in each member of the group, as well as the students' correct completion of educational tasks in cooperation with their partners.

3 The mechanism of implementation of experimental work

In the requirements for the level of preparation of bachelors in the relevant field of study and the content of necessary knowledge, the educational process suitable for the field of study by students, effective production processes, agricultural techniques, and agriculture, It is shown that it is necessary to effectively master the skills and abilities of the equipment for processing products, the methods and means of their adjustment, their use, and the organization of educational activities on technical service.

Based on the purpose of the research, the content of the educational program for the preparation of bachelors in the field of pedagogy (exact and natural sciences, sports) was studied. The educational program in the relevant direction is designed for 4 years of study in the full-time form of the educational system and has the following distribution (Table 1):

Table 1. Distribution of total hours for educational activities

Form of training	Hourly distribution (as a percentage)
Compulsory subjects	25 %
Elective subjects (ECTS)	15 %
Independent education	45 %
Qualifying practice	15 %

The maximum volume of a student's weekly study load is 54 hours. Compulsory subjects — up to 5070 hours, optional subjects — 1050 hours, the remaining hours are allocated for independent education. Taking into account the current, intermediate and final certifications, the total volume of the educational program is 7200 hours for a 4-year educational period. From this, it can be understood that the student should be constantly working on himself to develop his abilities.

One of the promising ways to solve this problem is through problem-business and role-playing games focused on the development of creative abilities, creative abilities and creative-cognitive activity. Games stimulate students' cognitive activity, critical and

analytical thinking, rational and responsible discussions, the development of communication skills, and the ability to defend their position.

4 Conclusion

When performing tasks in the form of a game, students repeat what they have learned, test their abilities, analyze the accumulated experience, summarize and draw conclusions.

In short, when the lessons are organized with the help of role-playing games in the process of delivering the lessons to the students. By achieving the full expression of all their abilities, the effective result of the teacher's work is visible. The essence of the developing technology is combined with the content of the lesson. As a result, students' interest in the profession increases, and as a result, it leads to the development of the ability to deliver knowledge through free thought.

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