

Pedagogical Conditions and Stages of Integration of Learning Activities and Production Practice

Jalilov Erkin Ergashovich

Senior teacher, Termez state university

Abstract: Pedagogical conditions make it possible to strengthen the empty ties of practice with the main directions of the organization of the educational process of students - future teachers of vocational education. The main goal of internships for students of vocational schools and educational institutions is to prepare highly qualified, competent, capable of solving complex problems.

Keywords: profession, occupation, content, method, skill, qualifications, pedagogical conditions, personnel, vocational education, teacher, practice

In the scientific and methodological literature, the term "pedagogical conditions" is more common, but at the same time does not have the same definition. So, first of all, let's define its content. In the philosophical encyclopedic dictionary, the concept of "condition, condition" is interpreted as an environment in which nothing exists and cannot function without it; in addition, the term also means a situation in which any process or event is taking place [1]. The unifying link in these interpretations is the fact that the condition is a category of the object's relationship with the environment in which it cannot exist.

In pedagogy, conditions are often understood as a set of factors, circumstances, measures on which the effectiveness of the formation of the pedagogical system depends. Some scholars consider pedagogical conditions as something that helps something to happen, as a pedagogical environment, as a set of measures in the educational process. The concept of "pedagogical conditions" includes all the components of the process of teaching, education and development - the purpose, content, principles, methods, forms, tools. In the pedagogy of creative self-development, V.A. Slasten emphasizes that pedagogical conditions are "conditions of the teaching process, which are purposeful selection and formulation of the content, methods, as well as organizational forms of teaching to achieve certain didactic goals. and are the result of application"[2]. E. V. Yakovlev and N. O. The Yakovlevas may have given their own understanding of the pedagogical context. In their view, the pedagogical environment is a set of measures in the pedagogical process aimed at increasing the effectiveness of the pedagogical process. They emphasize that conditions are always external factors in relation to the subject [3].

N. M. Boritko also continues to define this concept and defines it as follows: "Pedagogical conditions are an external condition, a factor that significantly affects the course of the pedagogical process, to a certain extent it is consciously formed by the educator, internationally a certain result of the process but does not guarantee it"[4]. N M. Boritko suggests the following to create a system of pedagogical conditions:

- 1) identify external factors that significantly affect the process under study;
- 2) then to distinguish between them pedagogically managed conditions.

We will determine the pedagogical conditions for the integration of educational activities and production practices of future teachers of vocational education in the course of surveys of an expert group of 10 teachers of the Department of Vocational Education of Transport Systems and Structures. At the same time, the experts suggested the following conditions for the integration of educational activities and internships of future teachers of vocational education:

- Involvement of practical teachers of vocational schools and masters of industrial education in the educational process;
- strengthening ties with the economy by increasing the number of hours of practical training in the economy;
- Strengthen the study of educational documents so that students can act with confidence in case of violations of educational rules;
- Determining the topics of course projects and graduate work on the basis of real materials obtained during the internship, based on the real needs of the region in providing vocational education;
- The suitability of the selection of vocational schools and organizations for internships in the areas of professional training of future teachers of vocational education;
- Orientation of students to vocational schools and organizations after the completion of theoretical courses;
- Carrying out practical training in vocational schools and educational institutions after studying specific topics.

In summarizing the recommendations of experts, the following pedagogical conditions were identified that will help to improve the professional training of future teachers of vocational education on the basis of integration of educational activities and production practice: Interaction of the higher education institution with vocational schools and educational institutions is established, which provides the educational material base of vocational schools and educational institutions for all types of internships, as well as professional as teachers and practice methodologists of higher education institutions. schools and educational institutions will focus on attracting existing teachers and practitioners;

- The adequacy of the selection of vocational schools and educational institutions for internships in the areas of professional training of future teachers of vocational education;
- Course projects and topics of graduate work are determined on the basis of actual materials obtained during the internship, based on the real needs of the region in providing vocational education.

In practice, such integration is the active involvement of teachers of vocational schools and educational institutions in vocational education, the conclusion of cooperation agreements with vocational schools and educational institutions, the formation of course projects and themes of graduate work in accordance with the real needs of potential employers. - is introduced through the introduction of the results of research activities of teachers and students of higher education institutions in the practice of vocational schools and educational institutions [5].

Thus, the highlighted pedagogical conditions allow to strengthen the empty links of practice with the main directions of the organization of the educational process of students - future teachers of vocational education.

We will consider the possibility of creating these conditions in the activities of vocational education of land transport systems.

We will examine the first conditions: the involvement of teachers of vocational schools and educational institutions as teachers and methodologists of higher education, the organization of the educational process with vocational schools and educational institutions with the bachelor's degree in "Ground Transport Systems". The internship of students in the direction of "Professional Education" is carried out on the basis of the contract №111/96 dated November 23, 2019 between the Department of Transport. Under the agreement, internships will be conducted in vocational schools and educational institutions. Students are offered the following for the internship:

1. Specially equipped classrooms of the educational institution.
 2. Specially equipped rooms for psychological training.
 3. Vocational schools and educational institutions.
 4. Technical schools.
 5. Colleges.
 6. Training complexes.
- The condition of the suitability of the selection of teachers of vocational schools and educational institutions for the transfer of internships in the areas of professional training of future vocational education teachers is achieved through a special selection of internship facilities. Internships include vocational schools and educational institutions.
 - Vocational schools and educational institutions will be held on selected topics of graduate work.
 - Vocational schools and educational institutions are involved in the development of student schedules; provides teaching staff to conduct classes on specific topics of the program; Provides training base, necessary equipment for training in accordance with the training schedule.
 - The main purpose of internships for students in vocational schools and educational institutions is to train highly qualified, competent, able to solve complex tasks. There are five main components in the process of formation of professional competencies in students studying in vocational education:
 - Target block - defines the goals and objectives of professional training of students in the specialty→ "Vocational Education" or in the direction of "Vocational Education" in the bachelor's degree in "Ground Transport Systems";
 - Management block - determines the time, place and duration of the internship by students;→
 - semantic-technological block - defines the tasks of the internship, the conditions of the internship, methods and forms of organizing practical classes with students;→
 - block of psychological and pedagogical conditions - these are the conditions of real activity of teachers of vocational schools and educational institutions adapted to the requirements of the educational process;
 - Effective block - determines the level of professional training and professional readiness of students.→

- Vocational schools and educational institutions are the main method of conducting practical training. Research in recent years has shown high efficacy in the use of various exercise complexes.
- Development and distribution of video materials, special literature for the promotion of professional knowledge among students, including training, production and undergraduate internships by students majoring in vocational education; participation in the organization of public events with young people in schools, districts and cities; holding conferences, seminars and consultations; and the organization of advocacy campaigns for environmental protection.
- The specifics of the activities of vocational education students during the internship place high demands on their level of preparation.
- During internships in vocational schools and educational institutions, the main focus is on:
 - Acquisition of professional knowledge, development of professional skills;
 - formation of students' ability to make quick and correct decisions on the accumulation of forces and means to develop professional skills;
 - To develop in students the necessary qualities such as mutual support, courage, perseverance, endurance, strength, agility, independence, perseverance, responsibility, diligence, discipline. regular use of special equipment in practical training, the use of specialized software for the computer.

Given that graduates of vocational education work not only in vocational schools and educational institutions, but also in various other organizations, additional courses on the integration of educational activities and internships of future teachers of vocational education were organized with students. gave the result.

Literature

1. Алдошина, Е. А. Педагогическая технология применения тренировочных комплексов в процессе профессиональной подготовки членов добровольных пожарных дружин сельскохозяйственных объектов / Е. А. Алдошина //Ученые записки университета имени П. Ф. Лесгафта. - 2010. - № 2 (60). - С. 3-6.
2. Слостенин В.А Педагогика / В.А. Слостенин, И.Ф. Исаев, Е.Н. Шиянов. М.: Асадемия, 2012. - 576 с.
3. Яковлев, Е. В. Педагогическая концепция: методологические аспекты построения / Яковлев Е. В., Яковлева Н. О. - М., 2006. - 239 с.
4. Борытко, Н. М. В пространстве воспитательной деятельности: монография / Н. М. Борытко; науч. ред. Н. К. Сергеев -Волгоград: Перемена, 2001—181 с.
5. Касимов Ш.У. Сущност и содержание практической профессиональной подгатовки учащихся профессионального колледжа// Science and world. International scientific journal. №7(35), 2016, vol.I. –P. 75-77.
6. Shavkat Urolovich Kosimov, Feruza Abdiraximovna Jumayeva CONTENT And characteristics of specialist's work in the training of competitive personnel in higher educational institutions// Trans Asian Research Journals, Vol. 9, 2020. DOI NUMBER: 10.5958/2278-4853.2020.00086.5

7. Jalilov Erkin Ergashevich The process of general vocational training of future vocational teachers.// International Journal on Integrated Education-ISSN : 2620 3502 p-ISSN : 2615 3785 Volume 4, Issue 2, February 2021
8. Jalilov Erkin Ergashovich Teacher of Termez State University, Uzbekistan. PROBLEMATIC EDUCATIONAL TECHNOLOGY IN VOCATIONAL EDUCATION. // JournalNX- A Multidisciplinary Peer Reviewed Journal ISSN No: 2581 - 4230 VOLUME 6, ISSUE 5, May -2020
9. Kuvanchieva M. D., Jumayev U. N., Alaudinova D. R. FEATURES OF LAND AS CAPITAL AND THE IMPACT AND MECHANISM OF AGRICULTURAL CAPITALIZATION //Научные горизонты. – 2019. – №. 12. – С. 52-56.
10. Alaudinova D. R., Shirinkulova S. M. TRANSLATING PROBLEMS OF MEDICAL ENGLISH TERMS //Преподавание классических языков в эпоху глобальной информатизации. – 2019. – С. 176-178.
11. Rustamovna, Alaudinova D. "Technology Of Teaching Languages." *JournalNX*, 2020, pp. 180-183.
12. PHRASAL VERB IN MODERN ENGLISH, А Дилноза, Научные горизонты, 01.03. 2019, 4-7