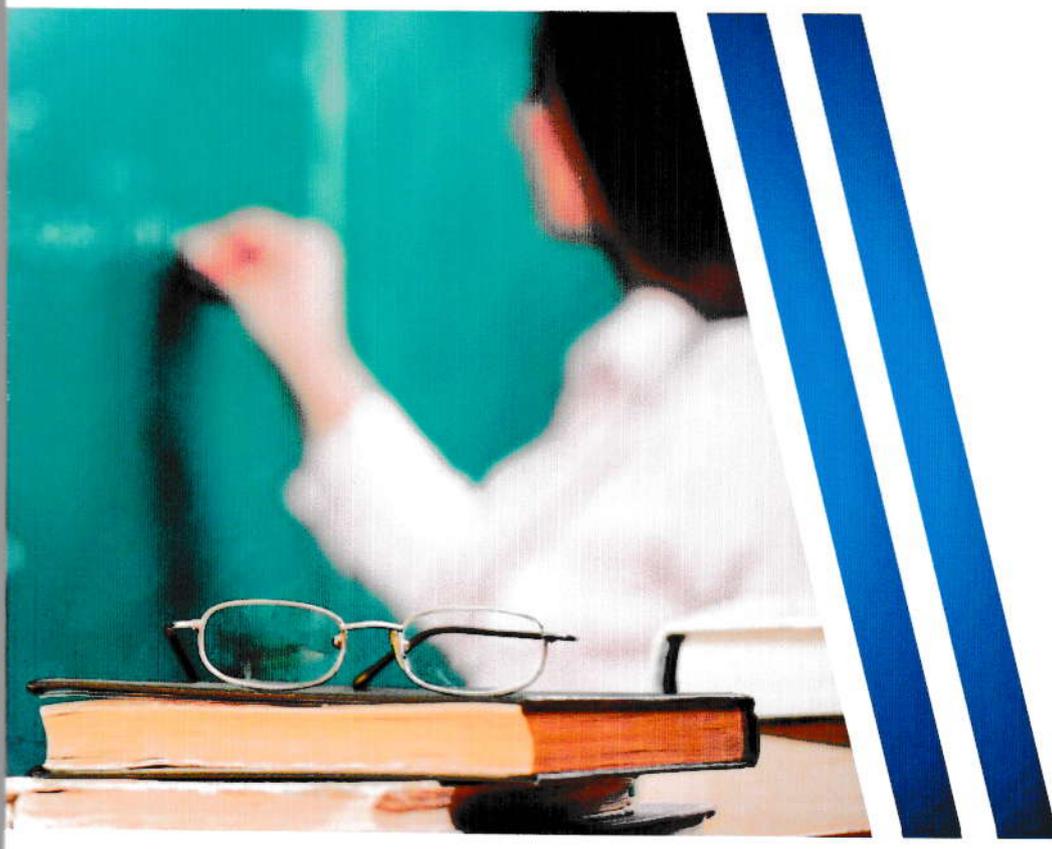


**PEDAGOGIKAL ANALYTICAL
BASIS OF VOCATIONAL
ORIENTATION OF STUDENTS
BASED ON DUAL
EDUCATION**

MONOGRAPH

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In the monograph, the necessary conditions for today, the analytical approach, principles and mechanisms of vocational orientation with the help of teaching students by adapting them to dual education based on pedagogical conditions, the orientation of modern educational and teaching-methodical literature to dual education concept and didactic requirements for the creation of electronic textbooks, as well as the methodology of creating and teaching electronic textbooks of dual education subjects.

The monograph serves as a methodological basis for the development of education and training of secondary school students on the basis of dual vocational training for teachers, scientific researchers and specialists working at all levels of the continuous education system.

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**PEDAGOGICAL ANALYTICAL BASIS OF DIRECTING
STUDENTS TO PROFESSIONS ON THE BASIS OF DUAL
EDUCATION**

**CHAPTER I VOCATIONAL EDUCATION: PHENOMENOLOGY
AND METHODOLOGY**

**Current problems and development principles of continuing
professional education**

According to the state educational standards (SES) and qualification requirements, professional education is a special field of education, within which training of teachers of general, specialized and special subjects is carried out for higher courses of educational units and professional educational institutions in higher educational institutions, enterprises [1, 174 -175-p].

The social need to organize the special training of the future professional education specialist for the vocational training system arose due to the emergence of techniques and technologies that require a lot of knowledge in the field of production during the period of rapid industrial development, their complexity and improvement, and the qualitative change in the field of production. This, in turn, objectively substantiates the demand for the professional description of workers, ultimately the quality of their professional training, which is determined to a large extent by the professional skills of specialists who carry out this training [8].

Development of professional education in CIS countries

For the first time, the issue related to the need to carry out special training of pedagogues for professional education arose in the middle of the 20th century. For example, since the 1920s, several attempts have been made in the CIS countries to create a system of training pedagogical personnel for vocational and technical educational institutions. In particular, special institutes and technical schools, usually called "Industrial pedagogy", were created, pedagogical departments were established under technical higher education institutions and technical schools, special course training was introduced for teachers of special and general technical subjects and instructors of production education. However, this goal was fully realized only after the Second World War [16].

Since the 1960s, training of teachers of special subjects was organized in dozens of technical colleges and technical higher education institutions

in the CIS countries, mainly in engineering and pedagogic faculties. According to the data, the engineer-pedagogue specialty is included in the relevant branch specialty groups, such as "Mechanical engineering", "Construction", "Electric power" and others. The specialty given to specialists in this direction was called "Engineer-Teacher". The training of such specialists had to meet the requirements of professional mobility, as well as conceptual requirements such as the need for education in a vocational educational institution to be carried out in an integral connection with the process of professional training [11].

Development of vocational education in the Republic of Uzbekistan

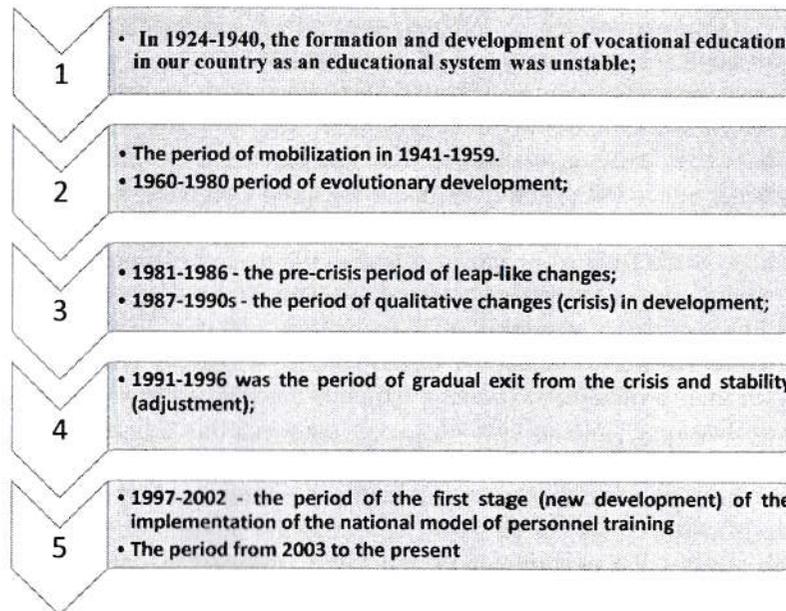


Figure 1. Development of vocational education in the Republic of Uzbekistan

At first, all large enterprises began to organize student courses in factories and industrial-technical schools. General education subjects are taught in them along with special subjects. Since the technical equipment of the enterprises was at a low level at that time, the equipment of the educational institutions was also limited to a certain extent. Due to the lack of large industrial enterprises in our republic, until the 30s of the 20th century, technical schools, factory-factory training courses, vocational-

technical schools, educational production workshops and various vocational-technical educational institutions were regularly increasing [25].

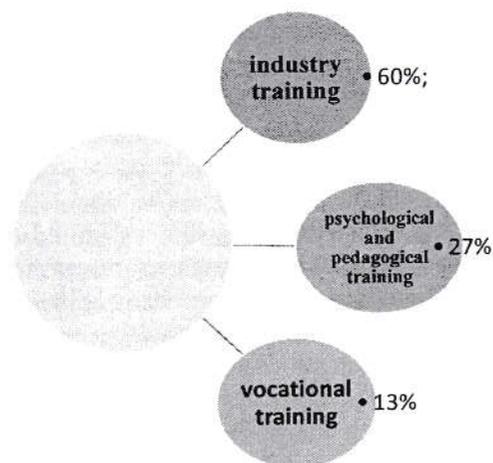
The new name "Vocational-pedagogical education" has become widespread in the scientific-pedagogical literature in recent years, and has been normatively strengthened in the name of the educational-methodological association of educational institutions in this field of education, and it has been recognized by a number of researchers that it corresponds to the essence of this field of education in many ways. At the same time, this name has an important drawback, even if it is, the quality "Professional-pedagogical" in the explanation of the concepts of pedagogy has another meaning. This concept is used to describe phenomena that describe pedagogical activities performed by qualified pedagogues, as opposed to pedagogical activities performed by unqualified teachers (for example, parents). In this sense, this phrase is not narrow, but rather widespread.

For this reason, according to tradition, the term "Vocational education" continues to be used in pedagogy along with the term "Vocational-pedagogical education" to express this meaning in general.

In fact, the new name of the specialty called "Professional education" is not fully satisfactory, because in such a short name it represents the field of activity of graduates in higher education. As a matter of fact, taking into account the specific nature of this type of education with a wide range of specializations, the name of the specialization should reflect what type of social production or household sphere the pedagogue is preparing to teach. Therefore, in 2000, during the development of the second-level state education standards, an addition was made to the name of the specialty, "By Sectors".

The special nature of vocational training programs and state educational standards in higher engineering-pedagogical education allows them to include training with three different characteristics in addition to general professional and humanitarian training.

These are: engineer-technical (field), psychological-pedagogical and production-technological (according to the profession) training. The interrelationship of these elements in professional training is as follows:



In this case, the specific nature of the professional activity of the future professional education teacher requires not simply adding them, but integrating them in the educational process [234, p. 29-30].

In secondary professional education, the content of educational programs is less integrated. Here, educational activities are regulated by two educational standards at the same time: 0308 "Professional education (on networks) specialization and related branch specialization.

At present, vocational-pedagogical education is providing various regional educational institutions and structural structures with pedagogical personnel.

The main field of this educational field is still the field of primary vocational education, in which educational institutions are engaged in training personnel for many branches of social production and socio-cultural field. As a result of the goal-oriented activities of the organizers of this field of education, there has been a qualitative change in the structure of professional education personnel in our country over the last 15 years. According to statistical indicators, the weight of workers with higher professional pedagogical education among vocational colleges was more than 10 times, among teachers about 7 times, among masters of industrial education 5 times [15, 157-b]. However, in general, the share of such specialists is still insignificant: 22.2%, 17.1% and 6.3%, respectively [14, p. 100]. Thus, despite the significant increase in the number of higher vocational and pedagogical education specialists, the share of workers

without higher education in the lower professional education system remains high.

By its essence, professional-pedagogical education includes the process of forming a person capable of working in a specific profession, performing a wide range of professional-pedagogical tasks, and preparing for self-expression in professional activities.

The analysis of the research problem shows that U.N. Nishonaliev [10], R.Kh. Djuraev [9], A.R. Khodjaboev [31] among the pedagogic scientists of our republic on the problems of improving the preparation of vocational education specialists for professional activity based on an integrative approach. , N.A. Muslimov [23], Q.T. Olimov [34], Sh. Qurbanov [20], J. Khamidov [33], D.F. Jalalova [29], Sh. Kulieva [43], M. Tashov [48] and many other scientists conducted scientific research.

Pedagogical theory is distinguished by its great potential in the field of integration. The trend of integration, the problems of approaching the educational process as a whole phenomenon R. It was expressed in the researches of scientists such as Safarova [23], E.O. A.P. Belyaeva [35], M.H. on the objective basis of pedagogical integration, identification of factors and categories of the integration approach, integration of theoretical and practical knowledge, integration of pedagogical and technical knowledge, integration of general education and professional training of students. Berulava [37]; V.S. Bezrukova [44], V.I. Zagvyazinsky [60], V.T. Sopegina [62], V.A. Degterev [56] and others conducted research.

The socio-pedagogical and theoretical methodological foundations of the development of secondary special vocational education in Uzbekistan were researched by H.F. Rashidov [39].

O.I. Inoyatov scientifically based the theoretical and organizational methodical foundations of quality control and management of education in vocational education institutions [30].

In the fundamental studies of B.Mirzakhmedov and Q.T.Olimov, the theoretical and practical aspects of creating educational literature for vocational education were studied. In these fundamental studies, the concept of creating a new generation of educational and methodical literature for the process of training a vocational teacher is scientifically based, and scientific and methodical recommendations for improving the quality of the educational process are given [42].

Pedagogical scientist N.A. Muslimov researched the scientific-methodical foundations of the formation of pedagogical qualities in the