



## Professional Pedagogical Activity and its Current Problems

**Pulatjon Makhsudovich  
Makhsudov**

Doctoral student of the department  
"Vocational training and physical culture"  
"Tashkent Institute of Irrigation and  
Agricultural Mechanization Engineers"  
National Research University,  
Candidate of Technical Sciences,  
Associate Professor,  
The Republic of Uzbekistan

### ABSTRACT

The article is devoted to professional and pedagogical activity and its topical issues. The article talks about the professional and pedagogical activity of a vocational education teacher and its peculiar features, about the training of a vocational education teacher in higher educational institutions, about the structural model of a modern vocational education teacher.

### Keywords:

Vocational education, professional and pedagogical activity, vocational training teacher, methodological activity, general methodology, particular methodology, competent analysis method, theoretical and experimental method, qualification model of professional activity, competence, competence-based approach.

### Introduction.

The acquisition of sufficient knowledge, skills and competencies by students in vocational education institutions in their chosen professions is directly related to the level of professional training of professional education teachers and masters. The most important challenge of vocational education today is to prepare graduates for multifunctional adequate professional activities.

Only teachers who have graduated in the field of professional education will ensure the development of people who will be creative in finding their place in professional and personal life.

Professional pedagogical activity is a complex system of education, which in turn is part of a high-level pedagogical system - "Professional Education". The activity of a teacher of professional education is an

important scientific problem that has been studied since the establishment of the system of professional education as a complex educational system that differs in its essence, size and content of its founders.

### Main Part.

The process and trends of development of vocational education in the country, the problems of professional training of teachers of vocational education A.R. Xodjabaev [1], R.X. Juraev [2], U.I. Inoyatov [3], Z.K. Ismailova [4], K.M. Abdullaeva [5], P.T. Magzumov [6], N.A. Muslimov [7], U.N. Nishonaliev [8], X.F. Rashidov [9], O.Q. Tolipov [10], Sh.S. Sharipov [11], M.B. Urozova [12], O.A. Abduquddusov [13], J.A. Hamidov [14], D.O. Himmataliev [15], O.D. Quysinov [16], R.K. It has been studied in detail in the works of scholars such as Choriev [17].

The methodological activity of the future professional education teacher, the process of its formation and methodological bases O.S. Anisimov [18], S.Ya. Batshev [19], V.F. Bessarab [20], N.M. Jukova [21], V.I. Nikiforov [22], G.M. Romantsev [23], V.P. Lednev [24], L.Z. Tenchurina [25], B.A. Sokolov [26], E.E. Kovalenko [27], N.E.Erganova [28], P.F. Kubrushko [29], N.V. Kosyrev [30] and a number of other scientists from the CIS.

A professional education teacher has such a complex of general and field-specific technical and technological knowledge and skills that it differs somewhat from a similar set of competencies of a general high school science teacher in terms of its structure, structure and form of presentation.

The professional thinking of professional education teachers is

characterized by a variety of characteristics. Among such signs are the peculiarities of the fact that the effectiveness of integration, which currently takes place between the field and socio-pedagogical thinking, has not been fully studied. The process of perception (color, sound, time, smell, etc.), attention (observation of biological, natural and social, technical and technological processes, etc.), speech - professionally oriented vocabulary, etc. is important.

The scientific work of a number of scientists of the Russian State University of Professional Pedagogy shows the specific differences in the professional activities of graduates of higher education institutions in the field of professional education and pedagogical institutes (Table 1.2) [31].

table 1.2

Peculiarities of professional activity of graduates of professional education and pedagogical institutes of higher education institutions

Education Features	General high school science teacher	A professional education teacher at a vocational education institution
<b>Professional activity of the graduate</b>	Variable pedagogical activity with a clear boundary of the content of the subject and the method of teaching in general secondary school	Design activities that take into account the requirements of staff, the prospects and specificity of enterprises in the region; implementation of its educational projects; to combine production education with production itself.
<b>Orientation in teacher training</b>	Secondary general education school subject (subject)	Professional and qualification requirements for the group of work-related occupations and the employee.
<b>Methodical activity</b>	Mastering the specific methodology of one or two disciplines	Mastering the specific methodology of training workers in the total range of work-related occupations

<b>Professional orientation of the educational process</b>	Orientation to a particular subject teacher in private methodology and pedagogical practice	Orientation of the whole educational process to vocational education, deep integration of pedagogical and psychological disciplines and components of field education.
--	---	--

The specificity indicators in the table above show that there are a number of differences between the process of training professional education teachers for the vocational education system and the process of training science teachers for the general secondary education system. In particular, in higher education institutions, students of vocational education (by field) will study several (from 6 to 7) methods of vocational education in general and vocational subjects, provided for in the curriculum of vocational education institutions. This situation requires taking into account the specifics of preparing a teacher of professional education for professional pedagogical activity [32, 33, 34].

To date, the goal of the vocational education system is a certain set of knowledge and skills of a future teacher of vocational education, which is defined in their qualifications ("should know ....", "should be able to ....", "should be able to perform." ... ").

### Discussion.

Today in a number of higher educational institutions of the Republic bachelors who have graduated in the direction 60112400 - Professional education (by directions) work as teachers and masters of professional education in professional educational institutions (vocational school, college, technical school). The study of the process of training future teachers in these areas of education, as well as the nature of the requirements for their professional training, shows that there are some contradictions in this regard.

It is well known that the teaching process in vocational education institutions consists of mutually independent but interrelated theoretical and industrial education.

In our opinion, the current curricula of higher education institutions for the training of

bachelors in vocational education (by industry) do not sufficiently meet the above requirements. They mainly take into account the professional and pedagogical activity of vocational education institutions, which corresponds only to the methodological activities of teachers of professional education, conducting theoretical training in professional disciplines in the areas [35].

For example, vocational education teachers who have completed 60112400 - Vocational Education (60810100 - Agricultural Mechanization) are expected to teach a number of subjects in vocational education institutions in the curriculum of 0.62.01.00 - Agricultural Mechanization. These disciplines can be conditionally grouped as follows:

Group 1: *teacher of agricultural technical sciences* (tractors and cars, agricultural machinery);

Group 2: *teacher of technological sciences on mechanization of agricultural production* ("Technology of mechanized work in agriculture", "Maintenance and repair of machinery and equipment");

Group 3: *teacher of general technical sciences* (technical mechanics, technical drawing, basics of product quality standardization and metrology, construction materials, etc.);

Group 4: *Master of professional training in general and professional disciplines* (plumbing, electric welding, construction of machine-tractor units, etc.)

Classes in the above-mentioned groups 1 - 3 are conducted mainly in the form of theoretical, practical and experimental classes. At the same time, the activities of a teacher of professional education, mainly as a teacher of theoretical sciences, require methodological skills to convey and explain to students the professional knowledge and skills they need to

master. The learning practices in Group 4 will largely depend on the practical nature of performing a particular type of work. Training sessions are usually conducted by professional educators. At the same time, the activities of a master of professional education require students to acquire professional skills, methodological skills to teach them the most convenient ways.

The activity of a professional education teacher is one of the problems that has been studied since the establishment of the vocational education system, as a complex education system with great differences in both its essence and the size of its founders. The search for a solution to this problem is being carried out by individual scientists or by an entire scientific community.

In some studies, the typical types of activities of a professional education teacher and their corresponding functions are: teaching, educational, developmental, methodological (methodological), production-technical, organizational, diagnostic organizers, while in others - educational, educational, organizational-managerial, production - technological, research, etc. [36, 37].

Although there are several organizers in the structure of professional education teacher activity, in fact, these organizers are in many respects compatible and can serve as a common basis in the development of the model of activity of the future professional education teacher.

Based on *the method of component analysis*, it is somewhat difficult to create an

optimal, integrated model of activity of a professional education teacher who can meet modern requirements. Because the main activity of professional activity is a process that takes place in the imagination of the learner, the task of recording it complicates the work.

An objective and complete identification of the organizers of the professional activity of a teacher of professional education can be achieved through a theoretical-experimental method. There is also the fact that the application of the theoretical-experimental method in the development of the model does not allow it to reflect all the components of the activity. In particular, it depends on external conditions (level of development of pedagogical disciplines, requirements of pedagogical practice, etc.) and is constantly changing.

Given the specificity of the professional-pedagogical activity of a teacher of professional education, it is expedient to use a combination of component analysis and *theoretical-experimental methods* in the development of a model of professional activity that can meet modern requirements.

The components of such a modern model can be described in the form of a structural-level model of a professional education teacher: socio-professional environment  $\Rightarrow$  social demand  $\Rightarrow$  a series of socio-philosophical models of a professional education teacher, as shown in Figure 1.1 [30].

Qualification model of professional education teacher's professional activity

Model of organizational and managerial activity	Model of production technological activity	Scientific research activities	Methodological activity model	Model of educational activity	Design activity model	Model of technological activity	Analytical activity model
---	--	--------------------------------	-------------------------------	-------------------------------	-----------------------	---------------------------------	---------------------------

Figure 1.1. A step-by-step structural-level model of the professional activity of a professional education teacher.

Today, the search for ways to define the purpose and content of education is moving in the direction of developing ideas for the formation of open competencies.

Today, this direction is being actively discussed and developed in the Russian education system, the theoretical foundations of a competent approach have been formed. In particular, it is recommended that key competencies be made part of the education standard and replaced by graduates' training requirements.

It should be noted that the analysis of foreign scientific sources should take into account that there is no boundary between the terms "competence" and "competence", if the text does not deliberately mention the difference between them, in fact they are interchangeable.

The idea of competency-based integrated development should not be limited to the sum of knowledge and skills acquired in the formal education system (here - in school). In order to be truly effective, this knowledge must be linked to a wider range of knowledge that a person has acquired outside the formal education system. Areas of competency development include education, work, health care, culture, politics, environmental protection, the pursuit of peace, mutual understanding, and more. The means of formation of competence are general education, vocational training and vocational training, family upbringing, spiritual and educational activities.

That is, competence is a description given to a person as a result of evaluating the effectiveness of his behavior, aimed at solving the tasks in the existing community that are important to some extent.

Competence can never be contrasted with knowledge, skills and competencies. The concept of competence is broader than the concepts of knowledge, or skill, or skill, and it includes them (although we think we are not talking about simple competence, this concept is a slightly different concept, like a simple sum of knowledge, skill, skill).

It can be said that the description of a person, such as competence, is in itself a social recognition.

In Europe and the United States, educational competencies are understood to be the result of the acquisition of abilities that form the basis of an individual's self-acquisition [38, 39]. The fact is that they allow people to achieve goals that are of personal importance to them.

In this way, key competencies are also developed. One of the directions in addressing this issue is related to the identification of basic knowledge, skills and competencies: which of the basic knowledge that educational institutions are trying to impart to learners is the most important? What basic knowledge did all learners need to acquire?

Various terms such as "general part of the program", "foundation of competencies", "basic competencies", "fundamental forms of thinking", "open competencies" and so on are proposed to define the central core of content.

Of course, these terms are not equivalent, but each of them helps to get closer to defining the central or general part of the curriculum content. Therefore, the concept of "open competencies" has been introduced to approach the answers to these questions.

In its most general form, this concept is interpreted in the following view. Being competent means the ability (skill) to mobilize the acquired knowledge and experience in a given situation. Talking about competencies makes sense when they occur in a situation. Competence that is left in the ranks of potential, undeveloped, is not considered competence, but is a hidden opportunity for an individual to carry out some professional activity.

Such a specific description of competence is a key aspect that needs to be considered. Competence cannot be separated from certain conditions of its emergence. It is closely related to the simultaneous mobilization of knowledge, skills, and behavioral patterns appropriate to a particular operating environment, but does not include either knowledge or skills.

### Conclusion.

At present, in accordance with the theory of modern competent approach, the draft State Education Standard of the new generation of higher professional education provides a hierarchy of competencies of specialists based on field-specific and invariant competencies.

However, due to the current contradictions in the basic concepts and terms of the modern theory of the competency approach, it is necessary to conduct an analysis of the terms of validity and interchangeability of "competence" in the framework of our research.

Thus, the identified features of professional pedagogical activity indicate the need to justify it theoretically and build an adequate model of it based on the analysis of invariant, idealized parameters structured-level professional activity and modern competent approach theory that define the personal and professional activity of a professional education teacher.

### Literature

1. Khodjabaev A.R. Scientific and pedagogical foundations of the educational and methodological complex for the preparation of a labor teacher: Diss. ... doc. ped. Sciences. - Tashkent: 1992. - 406 p.
2. Juraev R.Kh. Organizational and pedagogical foundations for the intensification of the system of vocational training in educational institutions of vocational education: Abstract of the thesis. diss. ... dok.ped.sci. - St. Petersburg: 1995. - 43 p.
3. Inoyatov U.I. Theoretical and organizational and methodological foundations of education quality control management in a professional college: Diss. ... doc. ped. Sciences. - Tashkent: 2003. - 327 p.
4. Ismailova ZK .. Experienced methodological bases of spiritual and moral education. Ped. fan. doct. ... diss. - Tashkent.: 2006. - 345 p.
5. Abdullaeva Q.M. Methodological bases of formation of professional knowledge and skills of future teachers in teaching special subjects. Diss. ... ped. fan. nom. - Tashkent: 2006. - 182 p.
6. Magzumov P.T. Pedagogical foundations of the labor formation of the personality of schoolchildren. Diss. ... doc. ped. Sciences. - Tashkent, 1991. - S. 41;
7. Muslimov N.A. Theoretical and methodological bases of professional formation of a teacher of vocational education. Ped. fan. doct. ... diss. - Tashkent.: 2006. - 374 p.
8. Nishonaliev U. Formation of the personality of a teacher of labor education: problems and prospects. - T.: Fan, 1990. - 88 p.
9. Rashidov Kh.F. Theoretical, methodological and socio-pedagogical foundations for the development of secondary specialized, vocational education in Uzbekistan (based on the implementation of the national training program). Diss. ... doc. pedagogical sciences - Tashkent, 2005. - 311 p.

10. Tolipov O' Q. Pedagogical technologies for the development of general and professional skills in the system of higher pedagogical education: Ped. fan. doct. ... diss. - Tashkent.: 2004. - 314 p.
11. Sharipov Sh.S. Theory and practice of ensuring the continuity of students' professional creativity. Ped. fan. doct. ... diss. - Tashkent.: 2012. - 321 p.
12. Urozova M.B. Improving the technology of training future teachers of vocational education in design activities. - Ped. fan.dokt. ... diss. - Tashkent, 2015. - 324 p.
13. Abduquddusov O.A. An integrated approach to the training of vocational education teachers. - Tashkent.: Fan, 2005. - 157 p.
14. Hamidov J.A. Technology of creation and application of modern didactic means of teaching in the training of future teachers of vocational education.- Ped. fan. doct. ... diss. -Tashkent, 2017. - 342 p
15. Ximmataliev D.O. Integration of pedagogical and technical knowledge in the diagnosis of professional training. Ped. fan. doct. ... diss. -Tashkent, 2019. - 321 p.
16. Quysinov O.D. Technologies for the development of professional and pedagogical creativity of future teachers on the basis of a competent approach. Author's abstract of the doctoral dissertation (DSc) on pedagogical sciences. - Tashkent, 2019. - 70 p.
17. Choriev R.K. Improving the methodology of professional training of vocational education specialists on the basis of a dual system (on the example of "Vocational Education" in technical higher education institutions). Ped. fan. doct. ... diss. - Tashkent.: 2020. - 271 p.
18. Anisimov O.S. Educational games and game technology. O. S. Anisimov. - Novgorod, 1979. - 177 p.
19. Batyshev S.Ya. Reform of the vocational school. Experience, searches, tasks, ways of realization. - M.: Higher. school, 1987. - 343 p.
20. Bessarab V.F. The relationship of the disciplines of pedagogical and special cycles and the improvement of professional and methodological training of engineer-teachers. // Bulletin of the Educational and Methodological Association of Higher and Secondary Vocational Educational Institutions of the Russian Federation for Professional and Pedagogical Education. Ekaterinburg: Publishing House of the Ural State Prof. Ped. un-ta, 1998. Issue 2 (23). – P.25-29
21. Zhukova N.M. Motivational-value attitude to the chosen specialty // In Sat. "Formation of the professional and pedagogical orientation of the personality of an engineer-teacher". - Sverdlovsk: Publishing House of Sverdl.inzh.-ped. in-ta, 1987. - S.41-47
22. Didakticheskie osnovy distsipliny "Metodika prepodavaniya mashinostroitelnyx distsiplin". // Soderzhanie podgotovki injenerov-pedagogov: Sb. nauch. tr. - Sverdlovsk: Izd-vo Sverdl. gos. ped. inta. - 1987. - S. 88-94 s.
23. Romantsev G.M. Teoreticheskie osnovy vysshego rabocheho obrazovaniya. – Yekaterinburg. Izd-vo Ural.gos.prof.-ped. un-ta, 1997.- 333 s.
24. Lednev V.P. O kontseptsii standartu obshego srednego obrazovaniya // Tezisy dokladov mejdunar. Konferentsii "Educational Standards: Problems and Perspectives". - M., MTSNTI, 1995. - S. 198-203
25. Tenchurina L.Z. Istoriya professional-pedagogicheskogo obrazovaniya: Monografiya - M.: "Pedagogika-Press", 1998. - 304 s.
26. Sokolov B.A. Basic stages of razvitiya injenerno-pedagogicheskogo obrazovaniya // Mezhvuzovskiy sbornik nauchnyx trudov "Istoriya injenerno-pedagogicheskogo obrazovaniya" - M., 1990. - S.3-10.
27. Kovalenko Ye.E. Methods of professional obucheniya: Uchebnik dlya injenerov-pedagogov, prepodavateley spetsdistsiplin systems of professional



- obrazovaniya. – Xarkov.: Izd-vo CHP “SHtrix”, 2003. – 480 s.
28. Erganova N.E. Teoreticheskie osnovy uchebnoy distsipliny “Metodika professionalanogo obucheniya”: Diss. ... uch.stepeni d-ra ped. science. - Yekaterinburg, 1997. - 406 s.
29. Kubrushko P.F. Kubrushko P.F. Soderzhanie professional-pedagogicheskogo obrazovaniya. M.: Vysshaya shkola, 2001. - 236 s.
30. Kosyrev N.P. Methododicheskaya podgotovka injenorov-pedagogov: Monografiya. – M.: Izd-vo ONTI PNTS RAN, 1998. –156
31. Zeer E.F., Gluxanyuk N.S. Struktura i osobennosti injenerno-pedagogicheskoy deyatel'nosti. // Sotsialno-psixologicheskie osobennosti lichnosti injenera-pedagoga: Sb.nauch.tr. - Sverdlovsk: SIPI, 1988. - S. 32-43
32. Ismailova Z.K., Maxsudov P.M. The issue of universalization of the curriculum in vocational education. J. “Irrigation and reclamation” Tashkent, №1 (17) 2017 pp. 72-74.
33. Ismoilova Z.K., Dorozhkin E.M., Mahsudov P.M., Utkina S.U. Practice of training discipline “Methodology of professional training in the universities of the republic of Uzbekistan”. Journal “Sustainable Agriculture” Tashkent – №2(3) – 2019. P.16-21
34. History of engineering and pedagogical education: Mezhdvuz.sb.nauch.trud. / Under the editorship of P.F. Kubrushko, L.Z. Tenchurina. - M.: Publishing House of Moscow. Institute of Engineering agricultural production, 1990. - 104 p.
35. Ismoilova Z.K., Mahsudov P.M. Actual Issues of Preparing professional Education Teachers professional Education Teachers for methodical Activities at Higher Educational Institutions. Journal «Eastern European Scientific Journal» Dusseldorf – Germany. Ausgabe 5 – 2018. P.244-246
36. Didactic foundations for the training of engineers-teachers: Proc. allowance / Ed. P.F. Kubrushko, V.P. Kosyreva - Yekaterinburg. Publishing house of the Ural State Prof. Ped. un-ta, 1997.– 200 p.
37. Zavrazhnova S.K. Genesis of professional training methodology as a scientific discipline. Diss. .... academic degree, candidate of pedagogical sciences. - Yekaterinburg, 2002. - 146 p.
38. Bloom B.S. Madaus G.F., Hastings J.T. Education to Improve Learning. – New York: 1981
39. Mertens D. Schlüssel Qualifikationen: Thesen zur Schulung für eine modern Gesellschaft // Mitteilungen aus der Arbeitsmarkt und Berufsforschung, 1974. Lg. 7. №1