



Control And Evaluation Of Vocational Orientation In Teacher-Apprentice System

Umirova Dilafruz
Abdurasulovna

Tashkent region Chirchiq State Pedagogical Institute, researcher

ABSTRACT

The article describes the process of vocational guidance of students in the teacher-student system to determine the knowledge and skills of students in a particular subject, the results of vocational training in accordance with the requirements, rules, regulations, etc., Basis for the management system. and the study of the mechanism, its accounting and evaluation.

Keywords:

Vocational guidance, vocational training, skills, competencies, supervision, assessment, accounting, curriculum, student attendance.

In education, for the successful implementation of vocational orientation in the teacher-apprentice system, it is important to control it. The concept of control in essence refers to constant observation, examination over the condition of something, something, going, the behavior of a person, etc. [1]. In the teacher-shogird system, the direction of vocational training of students in the educational process is carried out continuously at all stages of the educational process. Bunda, control and examination of the process of directing students to the profession in the educational process provides for a reversible connection between the teachers of the disciplines and the students, thereby creating an opportunity to improve the effectiveness of the management of the educational process[2].

The control over the process of professional orientation in the teacher-shogird system is actually an indicator from determining whether the students' skills, qualifications and results of educational and production activities correspond to established requirements, rules, normative documents, etc. This means that control consists in the study of the causes and consequences of the operation

of a managed system towards the achievement of a given objective, which includes the accounting and evaluation.

Knowledge and skills in a particular subject, as well as professional orientation in the educational process to determine the compliance of the results of educational activities with established requirements, rules, normative documents, etc., to study and analyze the causes and consequences of the activities of the managed system aimed at achieving a certain goal; to compare them with normative and preliminary data; to draw conclusions; the determination of quantitative indicators that characterize the course and outcome of the process is carried out by taking into account. Through the evaluation, the students draw conclusions about the quality of skills and qualifications, the results of their educational and cognitive activities.

Correctly organized control of the progress and results of the educational process leading to the profession is not only a means of assessing and checking the practical activity of students, but also an indicator of the educational activity of teachers. Currently, control over the acquisition of skills and skills

is the most important factor in the practical vocational training, training and development of students[3].

Taking into account the progress and results of the professionally oriented vocational education process in the conditions of the teacher-student system, the implementation of the curriculum and programs, time and development standards, as well as the attendance of students are selected as the main criteria.

Below are some examples of them.

1. Taking into account the implementation of the professional-oriented education curriculum, it is possible to determine to what extent the educational process is properly organized, how the time allocated for each type of training is used, the duration and sequence of their transfer, their interdependence, the ratio of theory and practice and the nature of exchange, etc., and it is carried out by analyzing the

2. Taking into account the implementation of vocational education programs consists in determining the content of training and the work performed by students, compliance with the requirements of the educational program.

3. In the process of vocational education, the accounting of the duration of students is carried out by the teacher of science on the basis of tabelli accounting in the tsex and departments of the enterprise, through the Journal of recording on the appropriate days in accordance with the training schedule in the training laboratories, and in the conditions of production practice.

3. In the educational process, several tasks are solved by taking into account the acquisition of skills and skills:

-determine the extent to which students are ready to master new skills and skills;

chiliklar the mistakes made by students are difficult to arise, their causes are analyzed -

- quick information about the professional activity of students is obtained and communication is established;

-the effectiveness of organizational forms, methods and tools of education is determined;

-data are collected for an unbiased assessment of students' assimilation;

-data are collected for proper planning of the educational process.

Taking into account the extent to which the students have acquired the necessary skills and skills is carried out using the following several techniques[4]:

- current observation of students;

-examination of the independent work of students;

- verbal asking, conversation.

Formative experience-in the process of testing, methods of control such as oral questioning, conversation are widely used.

In the conditions of experience, the following methodological recommendations on the constant control and evaluation of the activities of teachers students are regularly given:

-it is necessary to constantly create an atmosphere of trust, goodwill and justice during the control and evaluation;

-students must believe in the objectivity and fairness of the Masters of production education;

-it is necessary to constantly explain and explain the assessments for each student and group activity;

-no matter how "weak" the student is, in the control and evaluation it is useless to express sharp opposing views on their wrong answers and actions, but it is necessary to explain their mistakes and shortcomings without touching their personality as much as possible, without much emphasis and without dying before the majority; this will create an opportunity for the student to be able;

-when an unsatisfactory assessment is made to the student, it is necessary for him to achieve further success and maintain a spirit of confidence in his own strength;

-it is recommended to declare and evaluate the good deeds of students with a "loud"; such encouragement will give motivation to loose, moderate students;

-constantly praising and encouraging a student does not hurt (especially those who achieve high results without suffering); this

situation can make him the opposite of the group;

-it is necessary to praise and encourage successful students not only because they are well educated, but also because they have tried to learn well, strive.

In this system, it is desirable that the requirements are phased out when assessing the activities of the shogirds. In controlling and evaluating the performance of the students performing the exercises, such indicators as accuracy, accuracy, speed, independence and creativity will be required step-by-step, sequentially, which will give a good result. The norms of time for the study of methods and operations of work are not established. So, the composition of the evaluation criteria does not include the standard of time.

The standard of time for the performance of educational work with a complex character is established, which can be included in the composition of the evaluation criteria. Control over the study of methods and operations of work is carried out as a current control.

In practice, it is desirable that the control was carried out based on the current criteria. Intermediate and final control assignments will have a complex character. In this, the evaluation of the activity gives the intended result, which is carried out on the basis of the established criteria (absolute), depending on the final results.

It does not hurt to correct any small mistakes of the students in controlling their activities. It is not possible at all to tell the ready solution of the issue. This increases the students' dependence on the teacher. They become unable to make independent decisions, do not have a creative approach to issues. It is recommended that students be able to correct minor mistakes and shortcomings by asking directing questions, as well as correct their gross mistakes. That is, if during the execution of the assignment the student is grossly violating the rules of safety equipment, and the subject of the training has deviated from the assignments, then it is worthwhile to intervene in their work, to put it in the right way.

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