

## MODERN TRENDS AND DIRECTIONS OF PROFESSIONAL EDUCATION DEVELOPMENT

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### Abstract:

The article describes the relevance of the use of modern pedagogical technologies in the field of vocational education, because the technologies that need to be used in their activities should be aimed at the formation and development of a personality that meets the needs of society and contribute to ensuring a decent level and continuous improvement of the quality of education. Such technologies allow us to move to a qualitatively new level of education. Traditional learning is a type of learning that ensures the reproductive assimilation of knowledge. The teacher informs the topic of the lesson, the goals, which in no way contributes to the emergence of cognitive interest among students. Today, the teacher ceases to be together with the student the bearer of the "objective knowledge" that he is trying to convey to him. Its main task becomes to motivate students to show initiative and independence in discovering new knowledge, to find ways to apply this knowledge in solving various problematic tasks. At the stage of finding a solution, the teacher encourages students to put forward and test hypotheses, i.e. ensures the "discovery" of knowledge through trial and error.

**Keywords:** pedagogical technologies, professional education, modern trends.

### Introduction

Among the most important trends in the development of the vocational education system are continuity, integrativity, standardization, democratization, and globalization of education. They are interconnected with each other. The dominance of each of them is due to the level of adaptation of the vocational education system to the process of development of modern society. Continuity of education is a concept embodying the humanistic idea of creating conditions for the full development of human abilities throughout his life. In considering the stages of a person's life, the traditional division of life into periods of study, work and professional deactualization is eliminated. Continuing education means a lifelong process in which the integration of individual and social aspects in a person's activities plays an important role.

Integrativity of education is a trend that first began to manifest itself in the 80s of the XX century in the development of educational programs under the influence of scientific and technological progress. The achievements of science and technology, the interdependence of their development contributed to the emergence of new technologies, new tools, new information processing systems. This contributed to the comprehensive teaching and transfer of scientific and technical knowledge.



Standardization of education. This trend in the development of the vocational education system is associated with the need to implement the continuity and continuity of education. The standardization of vocational education allows you to:

- establish a basic level that ensures the continuation of education, the necessary minimum level of qualification of a worker or a professional specialist;
- to improve the quality of specialist training by expanding the professional profile, universalizing the content of education, and monitoring the activities of educational institutions;
- to streamline the regulatory and legal aspects of the training of all subjects of the vocational education system, to establish a continuity in the context of continuing education;
- to ensure the competitiveness of vocational education in the context of changing the structure of the employment sphere of modern society.

As an example of the general directions of professional education development, the following directions can be cited.

1. Modernization of the structure of the content of vocational education in accordance with the requirements of the main industries, services, culture, army, civil service, etc. The basis for the renewal of vocational education is the demands for the development of the economy and social sphere, science, technology and technology, federal and territorial labor markets, as well as the long-term needs of their development.
2. Creation of a flexible, dynamic vocational education system based on the diversification of educational programs, forms of management and learning technology. Integration of professions and specialties with a reduction in their number.
3. Changing the purpose of vocational education: from arming professional knowledge and skills to the professional development of students, from training a narrow specialist to training a professional with social, communicative, informational, cognitive and special competencies (competence approach in vocational education).
4. Ensuring the proactive nature of vocational education, which is based on the idea of professional development of an individual, forming his professional mobility and readiness to master new, promising technologies and professions.
5. Development of a network of innovative educational institutions providing an increased level of professional education (lyceums, colleges, educational complexes, etc.).
6. Implementation of various models of integration of primary, secondary and higher professional education, development of continuity, multi-stage training, including training in universities according to reduced programs. Development of the system of continuing professional education.
7. Development of a network of non-governmental educational institutions while strengthening state control over the quality of their implementation of state programs.
8. The use of active, developing learning technologies. Computerization of the learning process, the development of Internet education, distance learning, open vocational education technologies, the creation of electronic textbooks, libraries, didactic learning tools.



9. Improving the moral, civic, and patriotic education of students. The formation of their civil law, aesthetic, professional and household culture, as well as a healthy lifestyle. Active struggle against such negative phenomena as alcoholism, drug addiction, etc.

10. Expansion of international cooperation in vocational education, integration into the global educational space.

11. Development of scientific research on the problems of vocational education, support of promising scientific schools and directions, including through the grant system [8]

In modern standards of professional education, the emphasis is on the development of personal qualities and skills necessary for a young specialist to ensure their own competitiveness in the labor market: the development of self-educational skills, the ability to independently analyze the situation, self-analysis and self-control in professional activities, i.e. the formation of competencies in the field of self-education and self-development. In modern pedagogical science, new technologies are considered as a didactic means of activating cognitive, creative activity, developing creative abilities and at the same time forming certain personal qualities [2]

Summing up all the above, it can be argued that the development of vocational education is interconnected with the processes of modernization of the education system of Uzbekistan. Modern education should play a key role in ensuring the sustainable dynamic development of Uzbek society - a society with a high standard of living, civil law, professional and everyday culture. And modern pedagogical technologies should help him in this. A modern teacher must be able to work with modern teaching tools, at least in order to ensure one of the main rights of children – the right to affordable and high-quality education. And that is why the technologies that need to be used in their activities should be aimed at the formation and development of a personality that meets the needs of society and contribute to ensuring a decent level and continuous improvement of the quality of education. And the main means of achieving new educational results are modern pedagogical technologies, namely activity-type technologies. Such technologies allow us to move to a qualitatively new level of education. Since traditional learning is a type of learning that ensures the reproductive assimilation of knowledge. The teacher informs the topic of the lesson, the goals, which in no way contributes to the emergence of cognitive interest among students. The search for a solution is reduced to the presentation of ready-made knowledge, i.e. the explanation of the material, which does not guarantee the understanding of the material by the majority of the class. Today, the teacher ceases to be together with the student the bearer of "objective knowledge", which he is trying to convey to the student.

His main task becomes to motivate students to show initiative and independence in discovering new knowledge, to find ways to apply this knowledge in solving various problematic tasks. At the stage of finding a solution, the teacher encourages students to put forward and test hypotheses, i.e. ensures the "discovery" of knowledge through trial and error. Thus, modern pedagogical technologies are of great importance in solving the problem of creating a new developing educational environment.



The study of the use of modern pedagogical technologies in the organization of professional education institutions suggests that they are one of the most powerful means of socialization of the student's personality, since they contribute to the development of creative abilities and such personal neoplasms as activity, independence and communication of students. This is exactly what meets the needs of society.

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