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# **Modeling of professional and pedagogical activity of the teacher of professional education in the conditions of individualized training.**

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**ABSTRACT.** Based on the peculiarities of individual educational work of a teacher of professional education, this article proposes a model of professional and pedagogical activity of a teacher of professional education. The main part is devoted to the development of the professionogram, which largely reflects the main aspects of professional and pedagogical activity, taking into account its importance. The specialist model problem is key to determining the content of both curricula and curricula. In the content the results of the study are given and the components of professional and pedagogical activity are defined.

**KEY WORDS:** Teacher of professional education, educational process, personality of the student, content of training, forms of training, methods of training, pedagogical technologies of training, means of training, psychological features of the student, individual features of the student, physiological features of the student, qualified specialist.

## **I.INTRODUCTION**

In the theory and methodology of professional education modeling of professional and pedagogical activity is one of the most important scientific and methodological problems.

In scientific and educational institutions of the developed countries of the world innovative pedagogical activity is considered as an important direction of strategic development. On the basis of creation, assimilation and distribution of innovations in the field of education modern open, adaptive, individualized, creating new knowledge pedagogical processes are organized. At the same time, new educational technologies formed technological innovations, new economic mechanisms in the field of education – economic innovations, new methods in teaching – pedagogical innovations, new organizational structures – organizational innovations, and ensured their unity. Through the creation of innovative pedagogical environment in leading educational institutions, systematic work on the development of the knowledge economy is carried out.

In the world, scientific research is carried out aimed at improving the mechanisms of training managers for innovation in the context of globalization and internationalization of education on the basis of optimization of strategic and functional management, expansion of pedagogical opportunities for the formation of innovative management, introduction of pedagogical innovations and evaluation of their effectiveness. Promising directions of scientific and pedagogical research in the development of leadership skills of managers are focused on the scientific issues of improvement of the managerial personnel for the integration of pedagogical processes and psycho-pedagogical climate in educational institutions, to determine the strategic and tactical goals, management of process of achieving them.

In our Republic, special attention is paid to the organization of systematic work by management personnel to improve the mechanisms of formation of innovative management in the process of continuous education. The regulatory and material and technical base of this process has been created. Along with the achievements in this activity, there is a need to organize targeted studies to improve the mechanisms of formation of innovative management. The strategy of actions for the further development of the Republic of Uzbekistan defines priority tasks for "improving the availability



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of quality educational services, training of highly qualified personnel in accordance with the modern needs of the labor market". The solution of these problems is the improvement of the formation of innovative management in the system of higher education on the basis of psychological and pedagogical approaches and mechanisms.

### **II. SIGNIFICANCE OF THE SYSTEM**

The improvement of education is inextricably linked with the fundamental transformations taking place in social development. Pedagogical science faces problems related to the need to develop scientific and methodological foundations that can prepare future teachers of professional education for work in constantly changing conditions of social and economic development. Quality education is an invaluable investment, and a high level of education is the Foundation of a free democratic society and a factor in the economic development of the state.

### **III. LITERATURE SURVEY**

The new generation should have a high General and professional culture, creative and social activity, be able to navigate independently in social and political life, be able to set and solve problems for the future. Today professionally significant qualities of the person are based not so much on criteria of volume and completeness of concrete knowledge, how many on ability independently to fill them, to put and solve professional problems. In conditions of constantly growing possibilities of real access to information from anywhere in the world and in any language with the help of the global Telecom systems for each individual becomes necessary to be able to devise a rational search strategy to him personally the necessary information from the many existing. A person needs formed skills of effective interaction with the information environment, the ability to use opportunities, that is, a certain level of training in the information environment. Such a command of the time has come into conflict with the traditional system of education or reproductive type of education. The transfer of ready-made knowledge and algorithms does not provide the formation of creative opportunities for those who receive education and those who are engaged in the organization of the educational process.

Because of this, to build a new type of education, it is necessary to change the paradigm from information to semantic. Only in this case, training can put its Central task the development of the personality of all participants in the pedagogical process. Such personality traits as the ability to be an author, the ability to reflect, the emergence and development of tolerant characteristics of consciousness and the ability of a person to dialogue-personality traits as an active subject of activity can be formed only in the conditions of individual educational work. The main goal of this educational process is to ensure the growth of creative abilities and opportunities of each student. For this purpose the teacher of professional education should have experience of creative, author's school. Pedagogical science, based on the vast experience of social and historical development in this direction is its driving force. Individual educational work of the teacher of professional education creates objective prerequisites for the development and implementation of new technologies that will ensure, on the one hand, the observance of the constitutional right of citizens to quality professional and higher education, and on the other - the effectiveness of the functioning and development of the educational process.

The personal development of the future teacher of professional education is characterized by the professionalization of his social and personal interests, the development of independence, creativity, activity, deepening and enrichment of relations, stabilization of character and Outlook, the formation of the need for self-education. For a future specialist, getting an education is a time of business self-improvement associated with the development of a whole complex of professionally significant qualities in a person, including abilities, skills and abilities important for successful work in a pedagogical specialty. At this stage of professional formation of the teacher the most intensive processes of regulation, accumulation, preservation, logical restructuring of acquired knowledge, their projection on the future professional activity. Changing meanings, values, motivation associated with professional and pedagogical activities.

One of the most important problems of the updated system of professional education is the rise to a qualitatively new level of preparation of students for professional activities. In the conditions of transition of social and economic relations to the market system of management, it is necessary to form a mobile and initiative, responsible and enterprising employee, ready to be competitive in the labor market. Analyzing the works of thinkers of the East, in particular, A. Navoi, which emphasizes the importance of learning based on the abilities of the knower, they said about the need to take into account the fact that by nature each person has different individual abilities:



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"Although people are all equal by nature.  
But they are given different qualities."

Thus, it can be assumed that the thinker of the East attached importance to the definition of individual abilities, inclinations and interests, noted the importance of taking into account the individual inclinations of students and other physiological and psychological qualities of a person, assigning an important role to the teacher.

## IV. METHODOLOGY

Analysis of the relevant literature shows that the more precise content of these concepts in each case depends on what goals and means are meant. When using these concepts, there are great differences, both among different authors and in everyday educational practice.

In the pedagogical literature, individualization is defined as " the organization of the educational process, in which the choice of methods, techniques, pace of learning takes into account the individual differences of students, the level of development of their abilities to learn."

According to M. Antsibor, it manifests itself in the following variants: 1) from the minimum modifications in group training to fully independent learning; 2) variation in tempo teachings, learning objectives, teaching methods, teaching material, required level of performance; 3) use of individualized learning for all subjects, part objects, separate parts of the learning material or individual learners. To these opportunities are added the so-called administrative strategies-the formation of different groups on the basis of common characteristics of the trainees.

Having defined the content and meaning of the concepts (terms), let us proceed to the analysis of the research: individual approach; differentiated approach; individualization; differentiation in relation to the organization of "individual educational work" at various stages, the formation of the modern education system.

In the work of A. A. Kirsanov, the problem of individualization of educational activities of students in almost all educational structures is deeply analyzed, a detailed analysis of the formation and development of the problem of individualization of educational activities is given.

The main idea of the work of A. A. Kirsanov is that the abilities of students to learn are not once and for all defined, purposeful organization of training and education (taking into account individual characteristics) is a decisive factor in the formation of the personality of the student. The author analyzes the individual characteristics of students based on the structure of educational activities, reveals a holistic system of means of individualization of educational activities.

In our opinion, the next major teacher researcher in the field of individual approach in the learning process is the studies of E. S. Rabunsky. He examines the content of the problem on the basis of analysis of their independent educational activity, revealing an individual approach and independent activity of students, defines the term "custom" defines the essential features of an individual approach to the learner, examines in detail individual approach in the system of didactic principles, develops a typology of students on the basis of independent educational activities, explores the criteria of a typology of learners based on the analysis of their own activities.

Continuing the review of psychological and pedagogical literature, it is necessary to analyze the formation and development of the problem of individualization, in relation to the study of individual educational work at the earlier stages of the formation of the education system.

Studying questions of application of the individual approach in training and its application in modern pedagogy (stages are offered in the perspective program of development of pedagogical science-research Institute of pedagogical Sciences of a name of Kara Niyazov), based on this approach we, defined three stages:

1. From the beginning of the eighteenth century to the middle of the forties of the nineteenth century, that is, to the time of the formation of the scientific approach in pedagogical science. Stage "mediated" development of issues related to the problem of individual approach, in the study of more General problems of didactics.



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2. From the mid-forties of the nineteenth century to the time of independence of our Republic, that is to 90-ies. The stage of mainly direct development of problems of individual approach in training on aspects (didactic, theoretical and educational, psychological and pedagogical).

3. Since the time of: the adoption of laws "on Education", "on the National program for training"; the organization of the educational process on the basis of State educational standards of education; the transition to a comprehensive study of the problem of individual approach (first of all-the unification of didactic and psychological research, later methodological transfer to private disciplines).

At the same time, the stage we are considering is characterized by a lack of clear understanding of the active developmental nature of the individual approach to learning.

Expansion of individualization of training and education, improvement of the content and conditions of activity of the teacher of professional education predetermine qualitative changes of an organizational component of educational process, complication of forms of control that, in turn, causes need for search of new forms and methods of the decision of organizational problems of modern society.

In pedagogical theory and practice in recent years have developed and began to develop various directions to improve the educational process. At the same time, attention to the organization of individual educational work of teachers of vocational education has increased.

The need for individual educational work is obvious, because students on various indicators are significantly different from each other. Analysis of research directly on the problem of individual approach to students in the learning process shows that its solution has its stages and features, due to the challenges facing society and the education system in each specific period of time.

As the analysis of scientific pedagogical literature shows, the educational system is not devoid of serious shortcomings due to the extremely weak orientation of the educational process on individual educational work with students. Here we mean, first of all, the existing system of mass education or frontal training.

The solution of this problem, taking into account the development of society, was carried out in the educational system ambiguously and with different approaches. At the present stage of development of society, the most important factors that prompted us to choose the problem of individual educational work of teachers of professional education are the studies of a number of authors, revealing the following aspects of the problem:

- individual approach as a means of increasing the effectiveness of training (V. I. Gladkikh);
- individualization of independent work of students as a means of development of their cognitive activity and independence (I. E. CNT, E. S. Rabunsky, N. V. Promotrova);
- combination of different ways of organizing frontal, group and individual work (V. I. Zagvyazinsky, L. P. Knysh);
- programmed instruction as a means of individually-differentiated approach (S. N. Kadyrov, I. Naujikas, K. K. Platonov, E. M. Ivanov);
- individual approach to the formation of individual style of activity (Vs Merlin).

Our study to some extent is the solution of the tasks defined in the decree of the President of the Republic of Uzbekistan up №-4947 7 February 2017, "Strategy of action for the further development of the Republic of Uzbekistan" regulations PP No. -2909 from 20 April 2017, "On measures for further development of the system of higher education" PP No. -3151 from 27 July 2017 "On measures to increase the participation of branches and spheres of economy in the improvement of quality of preparation of specialists with higher education" and other normative-legal acts relating to this activity.

The study of scientific and methodological foundations of individual educational work of teachers of vocational education aims to develop the contents of forms and methods of organization of learning process, to prove the effectiveness of individual educational work of teachers of vocational education on the basis of the educational process with the use of learning technologies, on the basis of modelling of the professionally-pedagogical activity of the teacher of vocational education.



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Its value was determined by M. V. klarin [5]: "in accordance with the principles of the system approach, the scientist begins the study with the synthesis of General ideas about the object under study as a whole system, that is, with the creation of an abstract model of the object. Modeling precedes and concludes the research cycle. It permeates him, for the researcher comes to the theory as a final, final model through the refinement of the system of his initial ideas as he will be given food by private research, that is, through a chain of models of the first, second, third and so on. Thus, modeling gives him the opportunity at each new step of his knowledge about the object to present it in a holistic form - in the form of a model. The system from these positions is the understanding of the phenomenon taken as a whole and consisting of interrelated elements and subsystems that unite them, but more than just the sum of its components" [5].

Interestingly, in this regard, the definition of a model of a specialist, given K. Rogers "model of a specialist it is possible to interpret as an image of the specialist as he should be for a specific period of time expressed certain documentation, the model of a specialist primarily includes passport specialist as a description of the objective requirements of the system of national economy to it" [8].

### V. EXPERIMENTAL RESULTS

In our opinion, such an interpretation is defined in the state educational standards in the direction of training of bachelor's specialties. There are other points of view, supporters of which include in the concept of the model of the specialist in addition to knowledge, skills and abilities of his personal qualities, his personal culture and other characteristics. We have developed, the state educational standard, on the basis of normative documents of higher education of the Republic of Uzbekistan-in the direction: 5140900-Professional education (5520600 - technology of mechanical engineering, equipment and automation of machine-building industries). As the main components, we have defined the content and structure, in accordance with the Laws of the Republic of Uzbekistan "on Education", "on the National program for training", the Decree of the President of the Republic of Uzbekistan dated October 6, 1997 № up-1869 "on radical reform of the education and training system, education of the perfect generation" and the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan of January 5, 1998 No. 5 "on the development and implementation of state educational standards for the system of continuous education" and other legal documents regulating the sphere of higher education.

Modeling of professional-pedagogical activity of the teacher of professional education we defined in the State educational standard in the following structure:

1. General characteristics of the direction 5140900-Vocational education (5520600-engineering Technology, equipment and automation of engineering industries);
2. Requirements to the level of preparation of bachelors in the direction of 5140900-Vocational education (5520600-Engineering Technology, equipment and automation of engineering industries);
3. The structure and content of the educational program (this section is prepared with the help of the faculty leading academic disciplines and directly involved in the educational process);
4. Implementation of the educational program;
5. Quality control of bachelor training.

In the feature direction, in accordance with the individual educational work of teachers of vocational education we have identified what the bachelor should be prepared: to work independently in the direction of education positions to be filled by persons with higher education; to continue higher education in magistracy by the chosen specialty within the appropriate direction of the degree; to obtain supplementary professional education in the system of retraining and advanced training.

Proceeding from the General methodical approach, to the problem of modeling of professional and pedagogical activity of the teacher of professional education, we adhered to the recommendations developed by N. F. Talyzina [9], which indicates an inseparable link between the expected result and the ways to achieve it. In her understanding " " the problem of the specialist model is key to determining the content of both curricula and curricula""

Nevertheless, we approach the consideration of this important issue on the basis that the individual educational work of the teacher of vocational education depends on the degree of validity of the three basic principles:





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- Learning objectives (for what teaches);
- Content of training (what to teach);
- Organization of the educational process (how to teach.)

Based on the principle (for what to teach) , we have determined the requirements for the level of preparedness of bachelors in the direction of 5140900-Professional education (5520600-engineering Technology, equipment and automation of machine-building industries), that a specialist should: be able to independently analyze social problems and processes; know the history of the Motherland be able to Express and scientifically justify their position on spiritual national and universal values, have an active life position on the basis of the idea of national independence; to have a holistic view of the processes and phenomena occurring in nature and society, to possess knowledge about the development of nature and society, to be able to use them in life and professional activities on modern scientific bases; to know the legal and ethical norms governing human relations to man, society, the environment, to be able to take them into account in professional activities; to own methods of collecting, storing, processing and using information; to be able to make informed independent decisions in their professional activities; have a competitive General professional training in the appropriate direction of the bachelor's degree; be able to independently acquire new knowledge, self-improvement and organize their work on a scientific basis (just on this requirement and should be built the basis of individual educational work of the teacher of professional education); have a scientific understanding and belief about the need to lead a healthy lifestyle, possess the skills and abilities of physical self-improvement.

The content of the principle of training (what to teach), we reflect primarily on the basis of what the volume of knowledge has a specialist that is, to teach you need to have an idea, know and be able to use and have experience. The logic of this question is reflected in accordance with the blocks and areas of knowledge.

The third principle the organization of the educational process (how to teach) is determined by the purpose of professional education defined by the state educational standard - it is the formation of the minimum necessary knowledge, skills and abilities for a qualified specialist. The first question that arises in this way – the components on which to describe the purpose of training. You can offer parts of knowledge and skills. Knowledge never exists by itself: it is always an element of some activity (some skills) and knowledge does not constitute an independent element of the goals of education.

As a result of our research, we have identified first of all the components of professional and pedagogical activity:

- Activities due to the peculiarities of the present time;
- Activities dictated by the requirements of the profession;
- Activities due to the socio-economic system.

For example: to improve knowledge, to be able to manage the team, to be ready for collective activity.

The second part of modeling of professional-pedagogical activity of the teacher of professional education for each profession defines the, concrete structure of abilities.

However, according to the types of tasks solved by specialists with basic higher education, all skills can be combined into three groups. The first-are the skills that allow you to conduct research, the second-the skills necessary for a specialist to solve practical problems, the third-the skills that ensure the preparation of students for pedagogical work.

Modeling professional-pedagogical activity of the teacher of vocational education should be primarily a skill related to design of the training cycle: design description of learning objectives; calculate the indicators which it is necessary to form the trainees specified types of activities, selection of exercises, appropriate to these indicators; the choice of methods and determination of their sequence; defining parameters, which is necessary to obtain information on the progress of learning, and many others.

A special system of skills is associated with the definition of individual characteristics of students, with the adaptation and correction of the learning process, with the evaluation of its results. A special system consists of skills necessary to obtain the necessary educational effect of educational activities.



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Taking into account these provisions in the research we set a task of modeling of professional and pedagogical activity of the teacher of professional education as the complete system capable to form knowledge and skills of the teacher in unity with his personal culture.

So, modeling of professional-pedagogical activity of the teacher of professional education should be "constructed" in such a way that the most various and comparable measurements characterizing degree of approximation of the future teacher to standard characteristics were possible. And this, in turn, is not feasible without the support of holistic, well-founded ideas about a qualified specialist.

For example, the task of updating professional activity, search and introduction of innovations is always relevant for the teacher's profession, which requires such psychological qualities of a person as flexibility of thinking, creativity, openness to innovation and others.

The question arises how the process of training specialists was built before the introduction of state educational standards into the educational process, what are the main differences, and so on.

First and foremost it should be noted that the preparation process was rather limited, and specialists for the system of secondary special vocational education prepared at the level of "trainers" that were prepared by appropriate technical and pedagogical universities trained teachers work at the training plan - 2120 "General Technical disciplines and work". The work of U. N. Nishanaliev "Pedagogical conditions for improving the professional training of teachers of labor training" [7], was almost the only teaching aid on the basis of which the training of specialists was carried out.

The practice of training showed that, in modern conditions of organization of educational process there is a need of modelling of the professionally-pedagogical activity where sufficient to be reflected: professional activities in various positions and different jobs, duties and functions, qualities, knowledge and skills. Such approaches are necessary for selection and placement of personnel, for certification, for preparation of programs of training and retraining of specialists.

Modeling of professional-pedagogical activity, it is possible to Express using the concept qualification characteristic is the generalized requirements to activity and the personality of the expert, in other words the passport of the expert.

Generalized and practically significant data on the qualification characteristic are revealed by N. V. Borisova. From the author's point of view, the structure of the qualification characteristics includes: the main areas and activities; types of organizations where they can work; categories of positions that they can hold; requirements for personal qualities; requirements for skills and methods of activity; list of job responsibilities; requirements for knowledge.

Sufficiently justified qualification characteristics, we have defined in the developed state educational standard for teachers of vocational education.

Also, the most common type of qualification characteristics is the professionogram, which regulates the technology of building the requirements of the profession to personal qualities, psychological abilities, psychological and physiological capabilities of a person.

Job analysis is a science-based regulations and requirements of the profession to the professional activities and personal qualities of a specialist that enable it to effectively carry out the demands of the profession, to get necessary for companies product and however, create conditions for the development of professional identity.

Based on the characteristics of individual educational work of teachers of vocational education, we have developed a professionogram, largely reflecting the main aspects of professional and pedagogical activity, taking into account its importance, we also presented it in a graphic image-modeling of individual educational work of teachers of vocational education.

In our proposed structure, based on the work of the teacher of professional education is determined by two components: the first component of the objective characteristics of teacher's professional activity; forms and methods of learning that



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are not dependent on a specific person and developed in social experience; the second component – the psychological description of human activity and its physiological qualities, symmetric objective activities, but not coincident with it.

**Teacher education - the Learning process - Personality of the student – learning Content - learning – teaching Methods – educational technology learning – teaching AIDS – Psychological characteristics of student Individual characteristics of the student – Physiological characteristics of the student by a Qualified technician.**

As a result of the above components, we have identified the main components of the model of individual educational work.

The first component is designed to be implemented on the basis of training technologies. The task of the second component is to form the psychological and physiological characteristics of the student in the design of individual educational work. In other words, in the modeling of educational work, the first component provides methodological support for the educational process, and the second organizes individual educational work.

The second component, along with the above functions, should focus on: the description of the external picture of labor, labor behavior (photo of the working day, timing, time dynamics of industrial activity, workplace, typical errors, etc.) and the internal picture of labor (personality reactions, its integral formations - orientation, abilities, learning structures and experience, character, temperament, as well as mental state - intellectual, emotional processes: will, attention, memory, thinking and psychomotor).

Based on the above, we have determined that the modeling of professional and pedagogical activity of the teacher of professional education forms the following representation:

1. The purpose, "mission" of the profession, its role in society (production of material goods or ideas, provision of services in various social spheres; collection, storage and transmission of information, etc.), focus on the person.
2. The prevalence of profession (typical for this region).
3. The subject of work in the profession-the parties of the surrounding reality, which are affected by a person in the course of work (material objects, ideal objects-culture, information, individual or social consciousness of people, natural objects in the context of nature and artificial, created by man.). The correct vision of the subject of work is the result of the correct modeling of professional and pedagogical activity.
4. Professional knowledge as a set of information about the sides of labor in the profession.
5. Activities, actions, techniques, skills, methods of work, technologies, techniques used in the profession for the successful achievement of results; the degree of their deployment, generalization, automation.
6. Means of labor-the parties of the surrounding reality (material and ideal objects), which a person uses to influence the subject of labor in the implementation of their goals, to obtain the desired product of labor. The means of labor include real tools, devices, computers, office equipment, as well as symbolic means and systems of rules of logical thinking, moral and aesthetic evaluation, and others. The subject and means of labor can change places even within the same profession.
7. Working conditions: mode of work and rest, the possibility of their variation; characteristics of the social environment; sanitary and hygienic factors of work; intensity, pace of work and duration of the load; workplace, work post.
8. Organization and cooperation of labor: forms of individual, joint, group activities prevailing in the profession; types of professional communication and positions in it, the exchange of means and products of labor between its participants; performance standards and deadlines; subordination and hierarchy of subordination, social status and positions within the profession.
9. Product labor (or his outcome) - those qualitative and quantitative changes, which man brings in subject labor; criteria estimates outcome labor, degree of zadannosti outcome labor, his more or less strict regulation (from Executive labor to creativity).
10. Possible levels of professionalism and qualification categories in the profession, categories and their payment.
11. The rights of the representative of this profession: psychological and social security, the presence of a favorable microclimate in the professional environment; social guarantees, the amount of remuneration and leave, labor protection; the admissibility of individual style of work and individual variation of operations; the possibility of professional development, retraining for related professions; forms of promotion and promotion of professional growth.





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12. Duties representative this profession: ownership professional competence, knowledge ethical norms professional behavior (spirituality in rubbing shoulders with colleagues); observance professional and office secrecy in work with people; skillful waging documentation; restrictions (what should not to do in profession never). Job responsibilities (what and how to do a person of this profession in a particular position in a particular institution).

13. The positive influence of this profession on a person is the possibility of personal self-realization, the vectors and possible dynamics of internal growth; the possibility of developing individuality and personality by means of this profession, belonging to a certain professional community, social circle.

14. Negative aspects of the profession: areas and types of difficulties and mistakes, possible material and moral losses, the presence of extreme and stressful situations, a sharp change of situations or pause, monotony, time constraints, lack of information or information overload; the possibility of emergencies, professional deformation of the personality and other psychological harms; lack of professional growth.

Thus, we defined the technology of the educational process of the subject "Professional orientation", which in turn largely determined the technology of individual educational work of the teacher of professional education.

Technology of individual educational work of the teacher of professional education having the approaches, is defined first of all in concept of pedagogical technology.

In the history of the formation and development of the concept of pedagogical technology, various understandings are seen, starting with the initial interpretation, as about training with the help of technical means to the idea of pedagogical technology as a systematic and consistent organization of the designed learning process. To date, the most common are a number of definitions of pedagogical technologies.

V. P. Bepalko defines pedagogical technology as a project of a certain pedagogical system implemented in practice. The author assumes that the pedagogical system is the basis for the development of technology. The main attention is focused on the preliminary design of the educational and pedagogical project. The concepts of "didactic task" and "learning technology" are used. In this formulation of the question V.P. Bepalko defends the idea of the need to design the process. But there is no clarity in the concepts of "pedagogical technology" and "process design".

Despite the fact that pedagogical technologies are invading the educational process, their status remains uncertain. As we see pedagogical technologies occupy an intermediate place between science and practice, and the sphere of professional education, which lies at the heart of our problem, is directly in this area.

There is another approach to this problem, N. F. Talyzina believes that every teacher, before building a real pedagogical process, must have a system of knowledge about the educational process, presented at the technological level. She notes that between science and practice there should be a special science that deduces principles, develops methods, determines the sequence of their application, etc. Without it there can be no justified pedagogical process (technology as a real learning process).

## VI. CONCLUSION AND FUTURE WORK

The technology of individual educational work of the teacher of professional education is also understood as the theoretical project of pedagogical management of educational activity and system of the necessary means providing functioning of pedagogical system on the basis of modeling of professional pedagogical activity of the teacher of professional education according to the set purposes of education and development of trained.

Modeling of professional and pedagogical activity of the teacher of professional education is consistent with personality-oriented technologies that are developed on the basis of theory and goal-setting. Modeling of professional-pedagogical activity of the teacher of professional education, is connected with adaptation and personal features, both training and trained, their physiological and individual qualities.

The technology individual educational work of the teacher of vocational education with a personal orientation, are intellectual and emotional-motivational development, knowledge and professional skills, providing valuable attitude to educational process, increase of activity, the formation of autonomy and self-consciousness of students.



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The main function of the technology of individual educational work of the teacher of professional education is the realization of the goals of the educational process and personal development. This implies the principles of technology integrity, providing for the regularities of the system development: the invariance of its structure with the harmonious interaction of all its constituent elements.

The second principle of manifestation of technology of individual educational work of the teacher of professional education is invariative-personal organization, that is adaptability to personal individual features.

The organization of individual educational work in professional education requires the teacher to thoroughly study the personality of each student. The teacher of professional education in the process of preparation for classes, along with the development of educational documentation (educational complex) should consider and choose such methods and techniques of pedagogical influence on students, which have the greatest pedagogical effect.

The need to take into account the individual characteristics of students and the specific features of the studied subject in the organization of the educational process necessitate the development of scientific and methodological foundations of individual educational work of teachers of vocational education, content, forms and methods of its organization, identification and justification of criteria that contribute to the formation of professional qualities of teachers of vocational education. The practice of the modern system of education shows the need for the transition of the teacher of professional education, organizing the educational process with students, from a purely associative model of knowledge to dynamically structured systems of mental actions. This is the main problem that requires immediate resolution.

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