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## THE BASICS OF IMPROVING THE QUALITY OF TEACHING PROCESS OF TEACHERS OF APPLIED SCIENCES

*Dexqonboeva S.T*

*Teacher Jizzakh state pedagogical institute*

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**Abstract:** In this scientifically-methodical work is devoted to problem solving and problems of the teachers of applied sciences.

**Key words:** System, intensity of development, quality effectiveness, organizational and educational process

**Introduction.** During the years of independence, our state has paid great attention to education and adopted laws and regulations that provide for reform in all spheres of education. [1; 4-5-b];

Primary education and applied sciences (labor education or technology education, physical education, music, fine arts, computer science and economics) in general secondary schools in the development of talented people The lessons learned play an important role. [2; 193-b]; Primary education brings out the literacy of people, the practical sciences, which are the practical parts of the natural and exact sciences (applied physics, applied biology, applied chemistry, applied mathematics, etc.) start with production, services and other social relations in society serves to impart internal and basic knowledge, to develop their abilities and learning skills. That is why the teachers of applied sciences have a great task to educate the younger generation in practical knowledge and skills. To do this, it is necessary to train teachers of applied sciences to be

able to both educate and develop the skills of the younger generation, taking into account the creation of new technologies based on the requirements of the intensity of development [3; 368-p]

To study the dynamics of technological change due to the development of society, to study all the factors related to the process of training future teachers of applied sciences in order to increase the quality of training in accordance with the requirements of the time in the intensity of development. forecasting, preparation of curricula and programs based on the results of scientific analysis, on this basis it is necessary to create a database of teaching materials.

In order to increase the quality and effectiveness of the Applied Teacher Training System (APTS), we need to provide a methodological basis for the coordination of the organizational process of vocational training in accordance with modern requirements. To do this, it is necessary to first study the factors influencing the quality and effectiveness of AFOTT on the basis of scientific analysis, and then to consider the issue of coordinating the activities of the system on scientific and methodological analysis of aspects of the organizational process of vocational training.

Scientific analysis and generalization of the factors influencing the quality of AFOTT activity and identification of the main ones by groups, allows the

system to accurately analyze the factors influencing the quality of activity. We define AFOTT activity and intellectual product quality management with the code 01, and the factors that affect it with the appropriate codes. If the sources of the intensity of development of the specialties of practical education are the requirements for them, the main characteristics can be identified as follows:

- the need for expansion of education and its growth (01.1.1)
- increase in the number of specialties of applied sciences (01.1.2.)
- increase in the number of types of specialties in applied sciences. (01.1.3.).
- scientific predictions based on the development and many years of experience in the field of applied sciences (01.1.4).

**Main part.** 01.2 Reality and scientific factor of curricula and programs of training of applied science teachers. In the preparation of AFOs for professional development, applied science teachers, who are required by general secondary schools and other educational institutions, play a key role in reducing and closing the gap between teachers. . The required practical disciplines are based on the curriculum, which shows the sequence of factors, quantitative and transition periods, aimed at the formation of teachers, the amount of ideological, political, national, professional, practical knowledge and skills. allows you to create programs that increase the practical level of education. The source of this factor is the requirements for curricula and programs, the full characteristics of which can be obtained by the following indicators:

- location and volume of all disciplines related to the preparation process (01.2.1).
- The volume and sequence of theoretical disciplines related to the specialty (01.2.2.).
- volume and sequence of applied disciplines related to the specialty (01.2.3).

- Sequence and quantity of theoretical disciplines auxiliary to the specialty (01.2.4.)
- Sequence and quantity of applied auxiliary disciplines (01.2.5.).
- amount of all types of operations, time of transition (01.2.6);
- amount and timing of inspections (01.2.7.);
- The amount and level of time allocated for independent work (01.2.8.).01.3.

The source of the quality factors of the training material base is the requirements for the training material base in the training of specialties. This factor plays an important role in the practical development of practical science teachers, their high professional skills and abilities, and its content can be determined by the following factors:- o'quv adabiyotlari va hujjatlarini miqdori va sifati. (0.1.3.1.);

- quantity and quality of teaching aids (01.3.2.);
- quantity and quality of equipment of classrooms (01.8.3);
- the intensity of the accumulation of experience in the process of practical work (01.3.4).01.4. The applied sciences, which are developed in the higher education institution (HEI) as a factor of quality of the educational process, play an important role in the development of teachers and are a factor in organizing the educational process based on real needs and requirements. The source of this factor is the requirements for the learning process, the characteristics of which are determined by the following key indicators:
- determine the level of training of highly skilled applied science teachers (0.1.4.1) (what a practical science teacher should know and be able to do);
- the degree of justification of the measures managed to meet the requirements of the educational process (01.4.2.);

- the degree to which the results of the educational process meet the requirements of the educational process (01.4.3.);
- Analysis and evaluation of the experience gained in the management of the educational process. (01.4.4);
- The level of accuracy of the interconnected information of the system in the educational process (01.4.5.);

01.5. The source of the individual qualities of the factors of the educational process is the requirements for the educational process, which is important in the preparation of future AFOs to meet modern requirements, as a basis for the development of appropriate measures in the learning process and the full content of this factor is characterized by the abilities of the learner and the teacher, taking into account the specific specializations.

- The level of general basic education of the student (01.5.1.); (general education or special training);
- level of knowledge of fundamental sciences (01.5.2) (close to the specialty);
- level of psychophysiological condition (01.5.3.);
- curiosity and ability to read (01.5.4);
- ability to read and study independently (01.5.5);
- level of knowledge and training; (01.5.6);
- The level of the teacher's ability to apply the methods and forms of teaching (01.5.7.);
- The level of management of the theoretical lesson process (01.5.8);
- The level of management of the practical lesson process (01.5.9.);
- level of practice management (01.5.10);
- level of pedagogical and psychological training (01.5.11);
- Level of connection of the lesson with practice (01.5.12);
- level of ability to work on oneself (01.5.13);

01.6. The source of the quality factor in the use of methods and forms of education is the requirements for

the use of methods and forms of teaching, which must be taken into account in improving the theoretical and practical process of education. .

The content of the qualitative factor in the application of methods and forms of education is characterized by the following factors influencing the process of theoretical and practical education:

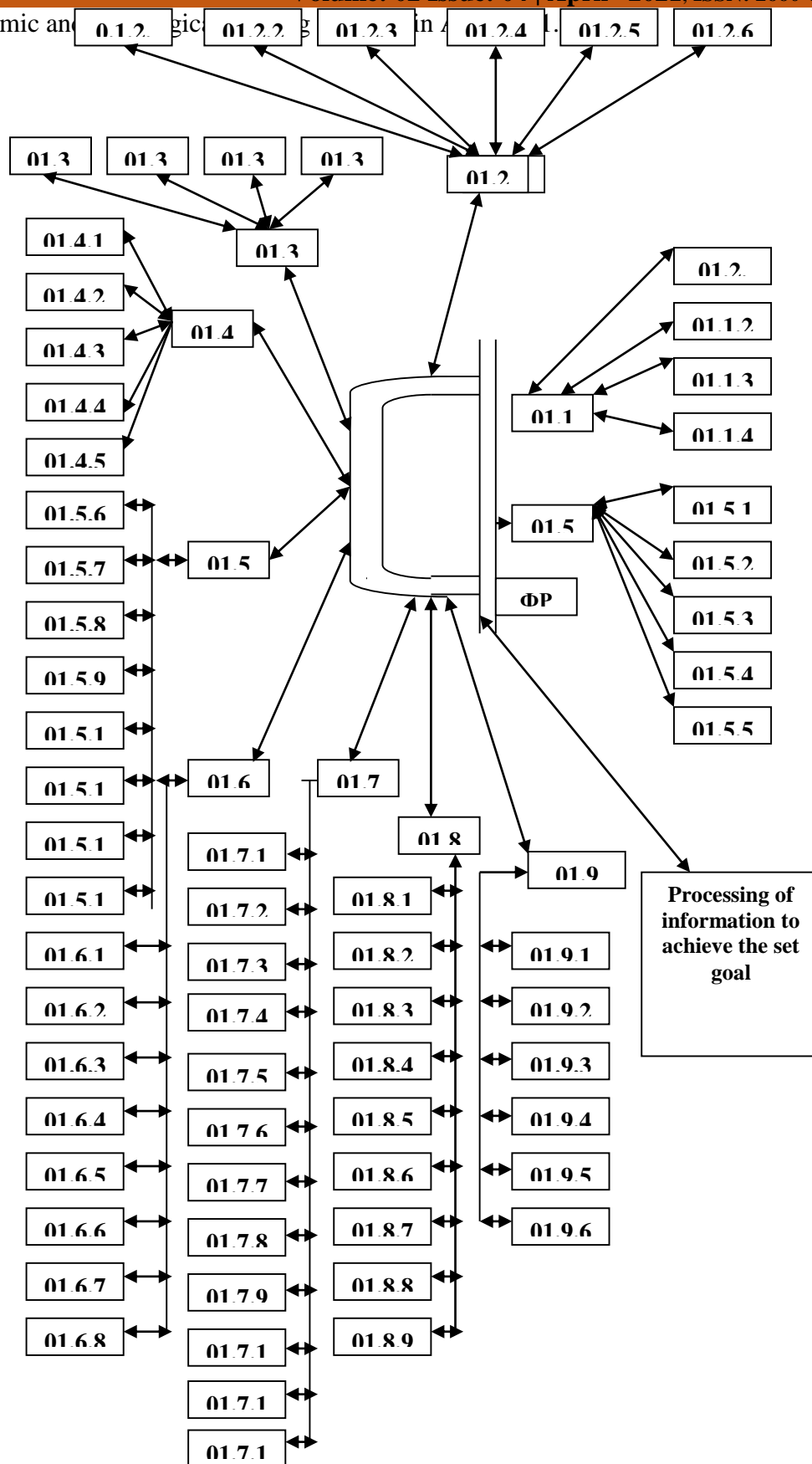
- Determining the level of theoretical training in the training of senior teachers (01.61);
- The level of justification of the size of the target plan of theoretical training (01.62);
- the degree of justification of the amount of the target plan of the problematic method of theoretical training (01.6.3);
- The degree of compliance of the subjects of theoretical training with the requirements of the specialist (01.6.4.);
- Determining the level of practical training in the training of highly qualified teachers (01.6.5);
- The level of adaptation of the level of practical training to the level of educational activity (01.6.6);
- The level of scientific organization of practical training (01.6.7);
- The degree of bringing the methods of practical training to the level of a professional required by practice. (01.6.8.);

01.7. The source of the intensity factor for the formation of advanced professional skills in AFO is the requirements for the formation of knowledge and skills, which allows AFO to skillfully solve environmental, economic, entrepreneurial and managerial problems in the field of education. playing an important role in training, its content is characterized by factors that shape comprehensively mature knowledge and skills.

- Determining the level of environmental training required by a highly qualified professional (01.7.1);
- The level of justification of the curriculum for environmental training (01.72);
- The level of justification of the amount of environmental training in practical education (01.7.3);

- The degree of justification of the volume of environmental training in theoretical training (01.7.4.);
  - Determining the level of economic training required for professional specialization (01.7.5.);
  - Level of justification of the economic training curriculum (01.7.6)
  - The level of justification of the amount of formation of economic training skills in theoretical education (01.7.7);
  - The level of determination in the formation of the necessary economic skills in practical education. (01.7.8);
  - Determining the extent to which AFO training develops skills related to development intensity. (01.7.9.);
  - The degree of determination of the intensity of development in theoretical education. (01.7.10);
  - Substantiate the curriculum for the formation of skills on the intensity of development in practical education. (01.7.11);
  - The level of justification of the curriculum for the formation of skills related to the intensity of development, which requires professional specialization. (01.7.12);
- 01.8. One of the factors that has a significant impact on AFOTT is the active effect of extracurricular education, the source of which is the requirements for this process. The effectiveness of the extracurricular learning process plays a key role in preparing teachers of applied sciences to be able to solve various types of problems independently in the work process. Its content consists of the following factors related to independent work and study:
- to determine the amount of professional creative knowledge to be acquired through collective creative associations in the scope of professional specialization. (01.8.1);
  - The level of justification for the development of a professional creative association plan that strengthens interdisciplinary knowledge and skills. (01.8.2.);
  - The degree of justification of the amount of the plan of the creative association, based on independent work in the scope of theoretical and practical disciplines. (01.8.3.);
  - Determining the amount of work of clubs that strengthen and enhance professionalism in the process of training. (01.8.4.);
  - The level of justification for the development of a plan for the organization of professional clubs (01.8.5);
  - The degree of justification for the development of a working program of clubs based on applied and theoretical sciences. (01.8.6.);
  - Examinations and Olympiads to strengthen professionalism in the training process, to determine the level of influence. (01.8.7.);
  - The level of justification of the effectiveness of the organization of interdisciplinary competitions and Olympiads (01.8.8.);
  - The degree of professionalism of the organization of courses and inter-university competitions and Olympiads, as well as the level of justification of the level of influence in the new type of YUMOT. (01.8.9.);
- 01.9. The source of the factor of economic stability that influences the management of AFOTT is the financial and economic readiness requirements for the operation of the system.
- The factor of economic pedagogical stability not only affects the financing of all activities of AFMOTT, but also plays an important role in ensuring the economic training of trained teachers, the content of which contributes to the full economic formation of teachers. 'is determined by secret factors:
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Determining the level of economic and



- The level of laying the foundations for sustainable education (01.9.2.);
- To determine the level of deepening of economic pedagogical disciplines. (01.9.3.);
- The level of substantiation of the economic pedagogical training and the targeted functional *structure* of the economic management system in AFOT (01.9.4.);

Picture scheme.1. Factors influencing the quality of AFOTT activity, a general scheme of their interrelation.

The educational process includes pedagogical, psychological and scientific-methodological educational work aimed at ensuring the professionalism and maturity of AFOs. It consists of teaching and learning processes that involve the application of methods and forms of teaching, the formation of knowledge and skills, and extracurricular education systems. Therefore, AFOT has two perspectives, first, the organization of education in terms of the training system, the application of teaching methods and forms of teaching, the formation of skills and abilities, the

activities of extracurricular learning systems, and secondly, preparation

from the point of view of the process it is expedient to organize and scientifically analyze the teaching and learning processes. [4; -120-p];

So, we summarize the three main complex processes (organizational, teaching, application of methods and forms of teaching, formation and extracurricular processes and replace them with organizational and teaching and learning processes) and the order in which the five systems operate. Regardless of which one is studied before and which one is studied later, the problem of coordination of the

activities of the UNHCR should be solved in accordance with the requirements.

At the same time, the main requirement of AFOTT is to maintain a certain level of performance of all training processes, which is close and consistent, and in all cases to ensure their unconditional achievement. All of the cooking

should be at the same time as the task of formulating the requirements for the solution of the task of justifying the system of measures aimed at meeting the requirements for the processes.

This task can be divided into a number of main stages:

All preparation processes (organizational process-TJ, educational process-OJ, application of methods and forms of teaching - UFQ, maturity skills and competencies

formation-EKMSH, extracurricular educational process-ATTJ) to form the given indicators and to keep them at the required level

It will be necessary to conduct a scientific analysis of the activities of AFOTT, to select criteria for justifying the system of measures aimed at achieving the requirements for all processes.

Coordination of the whole system of AFOTT, ie indicators of the curriculum and material base of the organizational process of the system, periodicity, duration of the educational process, the dose of theoretical and practical disciplines, the level of professional training, individual quality indicators, indicators of the application of methods and forms of teaching, indicators of methods and forms of targeted practice, indicators of theoretical and practical training in the process of formation of skills and competencies, the organization of the process of extracurricular education, the level of economic readiness of the processes of economic stability, the reasonable coordination of indicators of economic management. [5; 363-364-b];

There is always an objective need in the existing education system to control the level of compliance of educational outcomes with the requirements of the educational process. This need is explained by the following reasons:

- Failure to comply with the requirements of the AFOTT process management system;
- inability to perform management activities at different quality levels;

The conditions of development intensity make AFOTT not only professional training, but also training to take into account the maturity, skills and abilities to work in full compliance with modern requirements. The solution to this problem lies first and foremost in the organizational process system, which is the main leader of AFOTT.

In short, the analysis of the existing organizational structure of the professional training of teachers of applied sciences and the analysis of the requirements and influencing factors of the current process of its organization, the full scientific analysis of the process and the maturity of AFOTT the requirements for the organizational process of the training system and the factors that must be taken into account in its implementation should be justified in an appropriate manner.

The requirements for the organizational process of AFOTT should begin with a justification of the realities of life, and end with an analysis of the economic, social, environmental, pedagogical, scientific and vocational training functions and the factors influencing them and their changes in the intensity of development.

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