



**DIDACTIC OPPORTUNITIES FOR DESIGNING STRATEGIES TO
PREPARE STUDENTS FOR PROFESSIONAL ACTIVITIES**

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ABSTRACT

Preparing students for professional activities, as one of the critical directions of the educational process, aims to develop professional knowledge, skills, and competencies in students. To effectively implement this process, it is necessary to design didactic opportunities, which include teaching methods and tools, as well as methods for organizing the educational process. Through didactic opportunities, it is possible to enhance professional training, develop students' practical skills, and improve the competencies required for successful future professional activities.

KEYWORDS

Professional training, didactic opportunities, teaching methods, interactive teaching, practical skills, innovative technologies, modular teaching, professional competencies, internships and practice, creative thinking, educational process design, individualized approach, labor market adaptation, professional motivation, accelerated learning technologies.

Introduction

The changing demands in science, technology, and the labor market, along with advancements in production and technology, have led to significant transformations in the professional education system. The transformation of the education system stems from the state's and society's need for qualified personnel and the individual's demand for quality education. The application of pedagogical technologies in the learning process serves as a structural component of the modernization of the education system.

In contemporary conditions, the technologization of the educational process allows for achieving the expected results with minimal effort and time, improving the quality and efficiency of teaching. Pedagogical innovations are characterized by the consistent introduction of new ideas into pedagogical practice. The didactic opportunities offered by pedagogical innovations facilitate the development of the educational system and processes.

The teacher's innovative activity acts as a driving, motivating, and constructive force for the pedagogical team, ensuring the quality of the educational process. Therefore, it is essential for every teacher to fully understand the essence of innovations and consistently apply them in their activities. This results in improved educational effectiveness and enables vocational school students to compete successfully in the labor market.

Main Part

Education is one of the most complex types of cognitive activity, significantly accelerating individual psychological development and the assimilation of knowledge. In the educational process, the teacher does not merely transmit knowledge but also influences the student, enhancing their eagerness to learn. As a result, the student becomes an active participant in the learning process.

The intense competition in the labor market demands that vocational school students achieve a high level of competency in their chosen professions. This requires close attention to the quality of education and a thorough approach to the study of professions. To achieve effectiveness, modern pedagogy necessitates a focus on didactic approaches that play a special role. In the process of professional education, determining the content of education, uncovering the principles of the educational process, and identifying the most effective methods of teaching are among the key challenges of didactics. The role of philosophical, theoretical, and practical foundations is crucial in defining the essence and direction of didactics.

The process of preparing students for professional activities is closely linked with general psychology, educational psychology, and the theory of cognition. Each of these disciplines provides specific knowledge about students' cognitive activities and the processes through which they are carried out. This interconnection is also of great significance in defining the content and methods of algorithms for mastering a profession. As a science, didactics determines the principles governing the teaching of any specific subject and its content, outlining the general methods for organizing effective educational and instructional activities.

At the same time, teaching specific subjects, especially specialized disciplines in vocational schools, is derived from the practical experiences of the institution. The principles of didactics are designed to consider the unique characteristics of various exceptional situations encountered during the educational process.

In designing strategies to prepare for professional activities-particularly in teaching and learning specialized disciplines-didactics addresses the challenges of teaching methods. When teaching a specific module of specialization, the teacher aims to ensure students acquire systematic knowledge by demonstrating the execution of specific procedures in practice. This is a crucial process in preparing students for professional activities. Simultaneously, it ensures the students' activity and independence at all stages of the educational process. Under the teacher's guidance, students acquire innovative knowledge through practical work, experiments, and observations. To ensure students gain deep, independent understanding and apply their acquired knowledge creatively in practice, specific practical tasks are assigned.

The Use of Didactic Tools in Teaching Specialized Subjects

The organization of lessons using didactic tools for specialized subjects is carried out by the teacher. In the professional education system, these tools are used to prepare and conduct lectures, practical sessions, and experiments. To achieve this, the curriculum and the content of the topic must first be thoroughly studied, followed by the preparation of electronic textbooks or manuals, virtual demonstrations, and didactic materials. The primary goals include presenting theoretical information, fostering theoretical and technical thinking among vocational school students, sparking interest in course content, and developing motivation for specialization.

Effective organization of the educational process using didactic tools involves:

- Preparing didactic tools for lessons;
- Preparing students to comprehend the information presented in the didactic tools;
- Providing a concise explanation by the teacher to showcase the content of the didactic materials;
- Organizing activities to help students consolidate the information presented in the didactic tools;
- Assigning homework to expand upon the content of the didactic materials, among others.

Additionally, the process of preparing students for professional activities must include the integration of the latest advancements in technology and techniques within the content of each subject. Scientific organization of practical sessions, the development and application of effective teaching methods and modern tools, as well as aligning the educational process with labor market demands, ensure that graduates can seamlessly transition into their chosen fields without difficulties.

Key considerations for improving educational standards and documents, including qualification requirements, curricula, and subject syllabi, include:

- Ensuring employer requirements are considered and involving them directly in developing qualification standards;
- Taking into account the characteristics and demands of industrial enterprises when organizing the educational process;
- Establishing direct and indirect connections between education and production during the implementation of the curriculum;
- Aligning subject syllabi with the content of production processes, labor activities, and professional practices;
- Involving employers in assessing and developing students' practical skills.

Factors to consider when improving the content of subject syllabi:

- Ensuring the targeted orientation of education and upbringing;
- Cultivating well-rounded individuals with a spirit of patriotism and dedication to the ideals of national independence, as well as instilling moral and ethical qualities based on a rich scientific, cultural, and spiritual heritage, and universal values;
- Considering the structure, characteristics, and development trends of labor and production processes;
- Fully encompassing the types and content of professional activities defined in the qualification requirements;
- Developing and evaluating practical skills for each topic covered in the syllabus;
- Adhering to the principles and laws of education and training.

When developing qualification requirements and curricula, the level of practical skills developed in specialist personnel must align with the content and duration of the subjects being studied.

Didactic Opportunities in Designing Strategies for Preparing Students for Professional Activities

To prepare students to comprehend the didactic opportunities in designing strategies for professional training, it is essential first to explain the context and role of the information within the subject, curriculum, and topic before presenting the didactic tools.

When preparing students to grasp the content of a set of didactic tools, the teacher must always ensure:

- The logical connection between the information in the didactic tools and the content of the topic;
- Prevention of errors in understanding the information presented in the didactic tools;
- Deepening students' knowledge and expanding their skills and competencies through the didactic tools.

In the process of designing strategies for preparing students for professional activities, each method and tool must be evaluated based on the visible contribution it makes to achieving the intended final result.

While interpreting the optimal sequence for achieving quality and effectiveness, attention must be paid not only to the sequence itself but also to the conditions and situations under which it is applied. Sequences often do not function as strict formulas but as management tools, adaptable to the uncertainties present in the educational process. Moreover, errors in generalizing effective educational methods or sequences without considering specific contexts have been common. It is essential to evaluate, differentiate, and select methods and tools that guarantee achieving the desired outcomes within the given conditions and timeframes of the educational plan, creating a comprehensive and context-appropriate teaching technology.

This process should focus on enhancing the effectiveness of preparing students for professional activities, the primary subjects of the professional education institutions.

Current standards proposed for preparing students for professional activities include:

- Ensuring the preparation of competitive specialists for the labor market;
- Regulating the content of education based on current demands;
- Improving learners' knowledge levels and the efficiency of the educational process;
- Protecting the interests of individuals, society, and the state in education and personnel training;
- Defining criteria and procedures for evaluating the quality of education and training activities;
- Ensuring continuity and consistency in personnel training.

In the era of lifelong learning, it is essential to pedagogically justify the use of didactic opportunities in formal, non-formal, and informal education to design individual learning trajectories, foster professional development, and enhance qualifications.

International practices in organizing education using modern digital technologies offer the following strategic opportunities:

- Ensuring continuity between the learner's education and future professional activities;
- Enabling learners to acquire professional knowledge and skills independently, without direct teacher assistance;
- Anticipating and addressing potential errors in professional activities before they occur.

The didactic opportunities for professional training are closely connected to the goals and principles of education, as well as the lessons, exercises, and methodological practices implemented during the process. The model for improving the professional activities of future teachers based on modern pedagogical technologies focuses on developing professional competencies in line with qualification requirements. This includes highlighting the primary types of modern pedagogical technologies, the structure of professional activities, and the components involved.

Today, pedagogy has established that improving the educational process and enhancing its effectiveness must be achieved by orienting it toward the individual learner.

Conclusion

Didactic opportunities play a crucial role in designing strategies to prepare students for professional activities. They enhance the efficiency of the educational process, strengthen students' professional training, and help them adapt to real working conditions. This is achieved through the application of

various teaching methods and approaches, modern technologies, and interactive and practical teaching methods.

To successfully implement didactic opportunities, it is essential to consider the individual needs and interests of students. Interactive teaching methods, the development of practical skills, and the implementation of internships and practical training significantly improve students' professional competence. Additionally, effectively using technologies such as online learning platforms and virtual laboratories expands students' professional knowledge and practical skills.

Moreover, didactic opportunities play an important role in preparing students for the labor market and enhancing their professional motivation. The effective application of methodological approaches in professional training improves the quality of education and motivates students for successful future careers.

In summary, the proper utilization of didactic opportunities in designing strategies for preparing students for professional activities improves the quality of the education system, aids in the development of students' competencies, and ensures their successful adaptation to future professional life.

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