

# METHODOLOGICAL BASIS OF FORMATION OF PROFESSIONAL SKILLS IN STUDENTS THROUGH THE ORGANIZATION OF PRACTICAL EDUCATION IN THE FIELD OF TECHNOLOGICAL EDUCATION

Noraliyeva Shahodatxon Ro'ziboy qizi

Tashkent State Pedagogical University "Theory of education and upbringing and methodology "(technological education) 1st year master's degree

**Annotation:** This article discusses the methodological basis for the formation of professional skills in students through the organization of practical educational processes in the field of technology education. Theoretical aspects of the organization of technological education courses are also covered.

**Keywords:** technology, practical training, professional skills, methodology, pedagogy, style, education system, student.

The task of education today is to teach students to work independently in a growing information learning environment, the effective use of modern information technology in various fields and the rational use of information flow. To this end, it is necessary to create opportunities and conditions for continuous independent work of students, as well as to teach them to think creatively and make independent decisions. The solution to this problem, of course, depends on the quality of teacher training, which is the main organizer of this process. The future of any society is determined by the level of development of its education system, which is an integral part of it and a vital necessity. The state policy of reforming and improving the system of continuing education, raising it to a new level of quality, the introduction of advanced pedagogical and information technologies [1-30] and increasing the effectiveness of education, which today is moving towards independent development. level. The ongoing socio-economic reforms in our country also highlight the need for specific changes and innovations in the education system. The most important of the above tasks is to develop the most appropriate educational technologies for the organization of the educational process.

## MAIN PART

Through practical training, students will be able to develop professional skills. One of the most innovative ways to effectively organize hands-on learning processes is to incorporate a variety of interactive games into the learning process. Role-playing games are a great way to showcase your skills.

Role-playing and action-packed interactive play is a method of expanding the participants' experience by inviting them to play the role of one of the participants in an unexpected situation, thus developing a method that finds the appropriate response to the situation. According to the famous American researcher of role-playing theory J. Moreno, the word "Role" is derived from the Latin word rotula (small wheel or ball), which was later written on a piece of paper for the actor and were the words on a sheet wrapped in a round tube. It was not until the 16th and 17th centuries that the word came to mean "role-playing and acting."

Role-playing games involve a temporary participant playing the role of another person, or showing himself or herself at a different time interval. Once a person takes on a role, they try to feel, act, and express themselves as a character in that role. Other participants observe that they are playing a role for a purpose. This form of work is used for various purposes.

At the same time, attention is paid to the role of educational activities in the organization of practical training and the effective use of action games. Because the game is not a productive but a process activity, students are able to naturally express their relationship to the environment by creating visual situations. Playful activity increases their creative potential and helps them develop their thinking. The role and practical games play a special role in the transformation of students' theoretical knowledge into practical skills and abilities, the formation of their educational activity, their broad involvement in the process of social relations. Game technologies help to ensure the effectiveness of education, to create activity in students, to form knowledge, skills, abilities, to reduce time, to accelerate learning. The psychological features of the game allow each student to demonstrate their personal abilities, stabilize their place in social life, develop self-

management skills. Game technology not only strengthens theoretical knowledge and ensures the transformation of practical skills into skills, but also develops in students certain moral and volitional qualities.

**The purpose of the game is as follows:**

- educational (didactic) purpose;
- educational purpose;
- goals aimed at business development;
- social purpose.

*According to S. Kallagan, a number of conditions must be met for the successful organization of role-playing games. They are:*

- Creating a friendly atmosphere among team members;
- denies strict requirements during the game;
- Ensuring that teachers and students move freely, comfortably, confidently and calmly;
- Availability of comfortable conditions in the classroom (noise control, not to distract students);
- not to interfere with students' play activities in order to maintain order and peace in the classroom.

Student activism in the educational process has been and will remain one of the main principles of didactics. Student activism is the result of goal-oriented managerial pedagogical influences and the creation of a pedagogical environment. One of the teaching technologies that keeps students active is the pedagogical business game. Interest in play activities is provided through elements of competition that meet the needs of students, such as self-expression and realization. The great thing about the game is that it is both developmental and learning. The pedagogical game is determined by the clearly defined goal of teaching and the corresponding pedagogical outcome. These results are grounded and will have a preparatory activity.

Pedagogical games are described according to the style of play: by subject; plot; business, imitation, dramatized games. Higher, Roles to be played or type of

game Games that are a means of playing selected roles Actions are the selection of specific objects as a conditional material of the game. The content of the real relationship between the conditionally created plot (game plot) is a business game in its content, all pedagogical games used in the system of secondary special and vocational education. Because they are usually developed within the framework of a particular subject: there are roles and plots, different situations are imitated.

Role-playing games - the mental states and behaviors of a person in the performance of tasks and responsibilities are developed, the roles are distributed with a mandatory content.

**Business Theater** - a situation and the behavior of the person in that situation are developed. A scenario will be drawn up detailing the situation, the tasks and responsibilities of the participants, and their goals. Here, it is important to get into the real face of a particular person, understand his or her behavior, assess the situation, and choose the right action.

**Psychodrama and sostiodrama** - this role is similar to a play, a business theater, only here the socio-psychological problems are solved. These include being able to feel the situation in the community, being able to properly assess and change the mood of another person, and being able to communicate effectively with him or her. This stage, in turn, consists of two parts: the development of the game, the introduction to the game. Game development involves the development of game scenarios, guidelines, and logistics. The business game scenario consists of: learning objectives; game task, details of the problem to be studied; details of the situation and classification of participants.

**Getting into the game means:**

- group formation;
- state the main purpose of the training;
- creating a problem and a situation;
- distribution of roles,
- Establishment of game rules;
- giving advice.

## CONCLUSION

Didactic games can be effective if they are based on students' interests. In such cases, the child is always eager to learn the news, to be interested in knowledge. The constant development and strengthening of interest in knowledge fosters a positive attitude of students to learning and increases the level of mastery. An interest in learning teaches a small school student to search, and he or she learns to look for answers to a variety of questions. An inquisitive student's emotional outburst fosters a sense of accomplishment. Curiosity not only has a positive effect on the outcome of the process, but also on the active development of mental processes such as thinking, perception, memory, attention.

### References:

1. Abdullayeva B.S. (2006). Fanlararo aloqadorlikda didaktik jarayonning kognitiv tuzilishi. Pedagogik ta'lim. Toshkent. (1). B. 34–37.
2. Ismailov Tohir Xushnodbek o'g'li; «Formation of student aesthetic competition by teaching the works of Russian classic composers in music culture classes»; «Молодой ученый» №17 (359), апрель 2021 г.
3. Abdullayeva B.S. (2005). Fanlararo aloqadorlik turlari haqida. Uzluksiz ta'lim. Toshkent. (1). – B. 3.
4. T.Ismailov; “CHARACTERISTICS OF KHOREZM DOSTON ART” "Экономика и социум" №3(82) 2021
5. Абдурахманов А.А. (1990). Проблемы преемственности в развитии духовной культуры. Т. Фан. – С. 158.
6. T.Ismailov; “THE IMPORTANCE OF RUSSIAN CLASSICAL COMPOSERS IN CLASSES OF MUSIC CULTURE” "Экономика и социум" №1(80) 2021;