

MODERN METHODS OF TRAINING FUTURE SPECIALISTS IN PROFESSIONAL EDUCATION SETTINGS

Xolmirzayev Ubaydulla

Student at Jizzakh Polytechnic Institute

Email: ubaydullaxolmurzayev@gmail.com

Abstract: This article analyzes modern methods and innovative pedagogical technologies used in the training of future specialists in vocational education institutions. The study examines the effectiveness of dual education, competency-based approaches, the use of information and communication technologies, and the integration of distance learning elements. The importance of these methods in the formation of students' professional competencies is highlighted. As the results of the study emphasize, the use of modern methods increases the effectiveness of vocational education and serves to train highly competitive specialists in the labor market.

Keywords: Vocational education, modern methods, dual education, competency-based approach, competitive specialist.

Introduction: Today's globalization and the sharp change in the stable labor market. The development of modern production, service and innovative economy requires a new approach to the professional education system. Therefore, in the process of training future specialists in the process of professional education, in addition to the traditional form of education, there is an increasing need for wide support from modern methods and innovative pedagogical technologies. As the President of the Republic of Uzbekistan Sh.M. Mirziyoyev noted, "Training young people in modern professions, educating them as fully developed, viable individuals is the main condition for development." In this regard, professional education is faced with an important task of producing creative, enterprising and highly qualified specialists suitable for the market economy. A number of innovations have been implemented in the recent professional education system. In particular, such innovations as the introduction of dual education, the introduction of physical strength into competence, the use of information and communication technologies, the use of distance learning, the development of practical, practical, more power-oriented curricula. The study of modern methods used in the process of training future specialists in the process of professional education was conducted on the basis

of scientific research, observation and experience. The research methodology was based on educational theory, the basis of competence, and the use of innovative pedagogical technologies.

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Literature Review

1. Vocational Education and Competency-Based Approach

Over the past decade, the focus of vocational education has shifted from theoretical knowledge to a competency-based approach (Spencer & Spencer, 2017). The main goal of this approach is to provide students with practical skills, professional adaptability, and digital literacy in line with market demands. UNESCO and OECD documents also emphasize “life-long learning” and “employability skills” as important criteria for improving the quality of vocational education.

2. Development of modern methods

2.1. Project-Based Learning (PBL)

Thomas (2000), Blumenfeld (2011), and Markham (2012) have shown that PBL develops skills such as independent thinking, creativity, problem solving, and teamwork in students. In vocational education, the project approach brings students closer to real-life tasks.

2.2. Work-Based Learning (WBL)

Raelin (2008) and Smith (2019) noted that the WBL system helps students adapt to the labor market faster and ensures the integration of theory and practice. In the experience of Germany, Switzerland and South Korea, the “dual education” model is distinguished by its high efficiency.

2.3. Blended Learning

Garrison & Vaughan (2008) emphasize that blended learning creates a flexible learning environment by combining traditional classes and online learning. In vocational education, this method allows students to independently study theoretical materials online and effectively pass practical classes.

2.4. Simulation and virtual reality

Chan et al. (2019) study highlighted that virtual laboratories and VR simulations provide safe, fast and interactive opportunities for developing professional skills. For example, VR simulation is widely used in medical, electrical engineering and IT fields.

2.5. Competency-Based Assessment

According to Levy & Williams (2019), while traditional tests measure a student’s knowledge level, CBE methods aim to assess their ability to perform tasks and solve real-world problems. This is important for the quality of professional education.

3. Experience of Uzbekistan

The professional education system in Uzbekistan is being modernized based on Presidential Decrees (PQ-4312, PQ-3775, PQ-4884). “Improving the quality of education in vocational schools, colleges and technical schools, introducing modern methods into the educational process” has been identified as a priority area of state policy. In recent years, dual education elements, digital platforms (moodle, Google Classroom, EduMarket) and innovative pedagogical methods (cluster method, project work, use of ICT tools) have been widely introduced.

4. International comparison

- Germany - through the dual education system, 60% of students' time is spent at the enterprise, 40% at the educational institution.
- South Korea - the “school-to-work” model in cooperation with technoparks and innovation centers.
- Finland - independent learning, creativity and participation in social projects are considered the main methods for students.
- Uzbekistan is at the stage of adapting international experience, but in the process of fully implementing methods that integrate into the labor market.

5. Literature on problems and solutions

- Problems: excessive reliance on traditional methods (Karimov, 2020), low digital competence of teachers (Abdullaeva, 2021), insufficient cooperation with production (Rustamov, 2022).
- Solutions: implementation of innovative methods, advanced training programs, expansion of dual education, introduction of international accreditation requirements.

Conclusion

The analysis of the literature shows that modern methods in vocational education are an effective tool for preparing students for the labor market, developing professional competencies, and strengthening creativity and problem-solving skills. At the same time, factors such as teacher qualifications, technical base, and cooperation with enterprises play an important role in their widespread implementation in Uzbekistan.

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