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DIDACTIC TOOLS USED BY SPECIAL SUBJECT TEACHERS IN THE PROCESS OF PREPARING STUDENTS FOR PROFESSIONAL ACTIVITY

Sharifov Muxriddin Kamoladdin o‘g‘li
Doctoral student of the Institute for the
Development of Vocational Education

Abstract. This article analyzes didactic tools used by teachers of special subjects in the process of preparing students for professional activities. The article examines the importance of didactic tools in the educational process, their various forms, and their role in the effective organization of education.

Key words: Vocational education, special subjects, didactic tools, preparation for professional activity, visual didactic tools, interactive tools, models, simulators, computer programs.In addition to the application of the Advanced results of the development of Science and technology, the intensification of production, the use of high-performance technical technologies, the most important is the training of highly qualified specialists. The problems of ensuring sustainable economic growth, obtaining a worthy place in the international division of Labor, ensuring the competitiveness of the national economy largely depend on the knowledge, qualifications of the work force, the ability to maintain work depending on the situation. In order to achieve the Great Goals that we must achieve in the future, we must first of all prepare highly qualified, specialist personnel that meet the requirements of the Times. The training of knowledgeable specialists, and the emergence of human potential depends in every way on the mentors, their organization and teaching of the educational process with knowledge. Therefore, special attention is paid to the organization of the educational process, the application of educational methods that help my student gain deep knowledge.

Specialists trained in educational institutions should be able to master the innovations in the field of their professional activities, see the directions of development in the future and ways to solve the problems that arise. To educate a specialist at the level of such requirements, it will be necessary to develop a complex of effective forms, active methods and modern tools for the implementation of production education in professional educational institutions, as well as scientifically and methodically substantiate.

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In professional educational institutions, the training of specialists in accordance with the requirements of the time and highly qualified will depend on the quality of teaching special subjects. One of the main tasks of special disciplines is the formation of knowledge, skills and qualifications that form the basis of professional competencies that should be formed in students in a specific profession. The main purpose of teaching these subjects is to create conditions for the practical activities of future specialists. In this case, the content of special subjects, the purpose and objectives of teaching, methods, forms, means, place of transfer, equipment, time allotted for them will differ from other subjects, since special subjects are important in preparing future specialists for professional activities. Therefore, in the training of future specialists, the provision of a material and technical base, educational information supply and qualified teachers belonging to this area is always a priority in professional education[1].

The use of various didactic tools by educators in the teaching of special subjects plays an important role in the acquisition of knowledge, skills and qualifications that will be necessary for future professional owners in their future activities. A number of scientific research works have been carried out by pedagogical scientists of our country today on the advantages and disadvantages of various didactic tools that help students in the process of professional education to become specialists in accordance with the requirements of the time, and also serve to be able to correctly and intelligibly convey information to them in the educational process.

The scientific work of the researcher L.P.Uzoqova details the teaching technologies and their capabilities, which are more used in the process of teaching special subjects in professional educational institutions[2].

Research conducted by G.V.Eldasheva has highlighted the requirements for didactic tools used in the process of professional development of specialized science teachers through distance education, the issues of their creation and the use of several technologies to bring positive results[3].

Researcher F.X.Gaffarov's scientific work concerned the role and importance of didactic tools in the educational process, and he conducted scientific research on the effective use of visual, audio and other technological tools that help students to learn[4].

In her scientific work, I.R.Sagatov analyzed the pedagogical conditions for teaching special subjects in professional educational institutions on the basis of an integrative-modular approach, harmonized the content of teaching special subjects with professional activities, developed a system for hierarchical assimilation of complex professional skills and

qualifications, and also covered the issues of ensuring regular and systematic control of student mastering and the introduction of differentiated educational programs[5].

The scientific work of research scientists shows an important place in the educational process of didactic tools in professional educational institutions. In their scientific research, the issues of effective application of technologies in the teaching of special subjects, the development of professional skills in students through distance and integrated approaches are studied.

The preparation of students for professional activities is one of the important aspects of the educational system. For the successful implementation of this process, it is necessary that the teacher effectively applies didactic means in his activities. Teachers of special Sciences have a great place in the use of didactic tools in the formation of professional skills and skills for students. Didactic tools include a variety of materials, techniques, and technical tools to help students develop their knowledge and skills.

Didactic tools are a set of all materials and tools designed to effectively organize the educational process between the teacher and the student. They are selected in accordance with the purpose of education, content and needs of students. The didactic tools used by teachers of special subjects are mainly aimed at developing the professional skills of students.

Teachers of special sciences can be classified into the following types when using didactic tools:

- Visual didactic means. These tools help develop students ' visual perception. Visual tools used by special science teachers include diagrams, pictures, models, video materials, and interactive presentations. For example, in technical areas, using models or schemes, students are explained the principles of operation of processes and devices.

Diagrams. Often graphic images showing processes or systems. They provide readers with complex information in a simple and understandable form. For example, in chemistry or physics, when explaining reaction equations, diagrams are used to show the structure of an organism in biology.

Pictures and illustrations. Teachers of special subjects use pictorial materials to help students show subjects they find difficult to understand. For example, in special disciplines related to engineering, the principles of operation of any equipment are indicated using pictures.

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Models. Examples created to show students the true form or structure of an object or process. For example, in automotive structure science, a small model of the motor is used to explain the operation of the engine. In biology, however, models are widely used to teach organic compounds or the internal structure of animals.

Icons. Defined images or symbols to understand the subject more easily. They provide readers with concise and accurate information.

- Audiovisual tools. Audiovisual tools create relief in teaching students a new topic. Video lessons, multimedia presentations, simulation programs, and other audiovisual materials actively engage students ' auditory and visual perception, making the process of student preparation for professional activities effective.

Video lessons and presentations. Video materials help readers better understand the subject by viewing and listening. This tool is especially useful in the formation of practical skills. For example, in special disciplines related to the construction industry, videos showing engineering processes or industrial techniques can be useful.

Multimedia presentations (PowerPoint). With multimedia presentations, the reader can receive materials through pictures, videos, audio and text. Such presentations provide students with more opportunities to understand the topic and help the teacher present the topic in a light and understandable way.

Simulations. In special disciplines, simulators are used that virtually demonstrate various processes and phenomena. For example, with simulations of automotive techniques, robotics, or chemistry experiments, students can learn problem solving, analysis, and practical skills.

- Interactive tools. Modern technologies provide new opportunities for preparing students for professional activities. Through computer programs, simulators, interactive whiteboards and online learning platforms, students can consolidate their knowledge and form practical skills. Special science teachers use these tools to provide opportunities for student self-examination and analysis.

Interactive whiteboards. These tools enhance the interaction between the teacher and the students. With interactive whiteboards, the teacher and students can use a variety of programs, explain the topic through pictures, diagrams, tables. This tool helps students to better understand the topic.

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Online educational platforms. Internet-based platforms allow students to learn through a variety of exercises, tests, lessons, and video materials. E-learning programs and applications also serve as an effective tool in evaluating and developing students ' knowledge.

Simulators and training programs. Interactive simulators and programs are useful when teaching special subjects, for example, explaining robotics or computer systems. Students can test their knowledge in real-world settings, which increases student learning efficiency.

- Practical didactic agents. In special sciences, many theoretical knowledge is enriched with practice. Practical tools used in the process of preparing students for professional activities are laboratory equipment, simulation machines, training equipment and other devices. These tools help students to master the practical aspects of the profession being taught.

Laboratory equipment and equipment. Special disciplines also use laboratory equipment and equipment during practical training. These tools allow students to conduct experiments, test their theoretical knowledge, and develop practical skills.

Equipment and devices. The use of tools and special devices in technical and Applied Sciences in professional educational institutions will help students develop their skills. Students perform realistic tasks related to their profession using these tools.

Mathematical and computational tools. In technical sciences, tools that help students solve various calculations and analytical tasks also play an important role. These tools include calculators, computer programs, computing devices. With such tools, students are more efficient and quick to solve problems.

Didactic tools used by teachers of special sciences are important in the formation of students' professional skills, we will consider their advantages below:

Strengthening knowledge. With the help of didactic tools, students will have ease in keeping in mind the materials they see and hear, which will help them to assimilate knowledge faster and more efficiently.

Development of professional skills. Didactic tools based on practical performance in special subjects are important in strengthening students ' professional skills. Through practical training, students learn to apply their theoretical knowledge in real-world settings.

Increase motivation. Interactive and audiovisual tools encourage students to actively participate in the educational process. This increases students ' interest in education and improves their effectiveness.

Development of creativism. Didactic tools play an important role in the development of students ' creativity. Through a variety of simulations, interactive activities, and projects, students learn to create new ideas and think innovatively.

In conclusion, didactic tools used by teachers of special subjects are an integral part of the process of preparing students for professional activities. These tools are of great importance in the development of knowledge and skills of students, in increasing their motivation, in stimulating creative thinking. Through the correct selection and effective application of didactic tools in the educational process, it is possible to improve the professional skills of students to a higher level.

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