



INNOVATIVE APPROACH TO PRODUCTION PRACTICE IN HIGHER EDUCATION SYSTEM

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Abstract

This article describes the theoretical and methodological bases of production practice in vocational education and the existing problems. It also provides practical recommendations for the organization and conduct of internships based on an innovative approach based on modular technology, as well as the examination and evaluation of internship results based on Keys study technology

Key words and concepts: vocational activity, practical preparation, qualification practice, production practice, professional qualification, technological approach, innovative technology, module technology, module structure, module program, module unity, education activity element.

Introduction

At the current stage of globalization of society development, it has become a vital necessity for the content of education to meet the requirements of science and industry. Indeed, this compatibility ensures the stabilization of the labor market and the cultural life of society. In this context, improving the quality and efficiency of education in the higher education system is considered a pressing issue.

The training of specialists in the higher education system consists mainly of two important links: scientific-theoretical and practical training. Practical training consists of the continuity of applying theoretical knowledge and skills, many aspects of which depend on the effectiveness of the qualitative production practice organized in the learning process.

It is known that the internship of students, which is an important part of training in the field of undergraduate education - science and technology, modern methods of production is based on the formation of professional skills and practical skills through the study of experience.

Qualification practice provides students with a deep understanding of the content, purpose and methods of professional activity, which in turn creates the basis for their



integration into the environment of the production process, adaptation and the formation of engineering qualities.

Relevance of the Topic

The results of pedagogical observations show that there are several weak points in the organization and conduct of qualifying practice in the higher education system.

In particular, based on the results of the analysis of a comprehensive study of the education system of the Republic of Uzbekistan in January-June 2017 by a group of leading foreign experts in cooperation with the United Nations Committee on Education, Science and Culture (UNESCO) and consulting organization (DGP Research & Consulting). Due to the lack of theoretical and practical integrity in higher education, the inefficient organization of student internships in manufacturing enterprises, most graduates re-learn their profession after employment, as well as the quality control mechanism of education to modern requirements. Mentioned, shortcomings such as non-compliance, lack of qualified teachers and management staff in educational institutions, insufficient effective cooperation with foreign educational institutions.

Incompatibility of internship software with modern requirements; insufficient use of effective methods of innovative technologies in the organization of practice; problems such as the system of evaluating the results of the practice are not sufficiently developed, which requires an innovative approach to its organization and conduct.

One of the current pedagogical problems is to update the content of practical and professional training of students in the context of innovative technologies, to develop ways to use innovative technologies in the organization of qualifying practices.

It is known that innovative educational technologies are forms, methods and technologies that can be used to solve a problem in the field of education or the learning process on the basis of a new approach and guarantee a more effective result than before. These technologies create an environment for independent work and two-way communication in the formation of students' professional knowledge and skills, help to develop the cognitive abilities and creative abilities of each student.

A brief analysis of the research of other scholars on the subject

In the works of such a scientists as Russian pedagogues NV Kuzmina, MB Klarin, VA Slastenin and Uzbek scientists' BA Abdullaev, B. Ziyomukhamedov, M. Tojiev, A. Alimov, N. Muslimov, innovative approaches to pedagogical activities, substantiation of innovative ideas and their effective implementation in practice have been.

Purpose





Analysis of problems in the organization of qualified internships in the higher education system and the development of recommendations for their solution with an innovative approach.

The Main Part

One of the main issues of internship is the optimization of the management system of practical professional activity of the intern and the development of independence and creative abilities within the organizational structure of professional training. In solving these problems, modular educational technologies, which create great opportunities for independent, systematic acquisition of knowledge and self-development of the student as a subject of educational activities, aimed at demonstrating his cognitive abilities and developing creative abilities are important. Modular education technology provides opportunities to comprehensively solve the following modern issues of vocational education:

- Individualization of teaching;
- To teach students to effectively and actively use theoretical knowledge in practice;
- Control the effectiveness of training at the level of practical training and assessment of observed actions;
- The teaching process, based on professional motivation activation, independence and full realization of learning opportunities, and so on.

Important aspects of modular education are reflected in the fact that students can study the module independently and control their own knowledge, as well as identify weak points in a short time and re-learn and correct their mistakes. Strengthening and improving knowledge, skills and abilities, opportunities for self-assessment - builds in students a culture of work, a responsible attitude to practice, develops thinking, problem-solving skills.

In our opinion, these same features of modular training ensure high efficiency of production practice.

Below we present some recommendations for the organization of 72-hour production practice on the basis of modular training for 2nd year students of the direction 5111000-Vocational education (5320900-Design and operation of light industry products).

Typically, on the first day of the internship, each student is given the documents needed for the internship: an internship plan, a diary, and an individual assignment paper. According to the daily practice plan, students are divided into groups and study the activities of designated workshops or departments. The internship supervisors will brief the student group on the content, equipment, and problems of the work to





be performed at the designated facility on a daily basis for 1-2 hours. The rest of the time, students are required to independently study the planned processes, technological process, types of equipment, monitor their performance and keep a diary of the work done on a daily basis.

At this stage, a pre-designed module program for each module is very effective in organizing the independent activities of the practitioner. The module program is designed separately for each module and includes elements of learning activities, sub-modules and the purpose of each learning element and tasks related to the training material to be mastered by the practitioner and instructions for their implementation, the grade for each task. takes. In this case, a module program is distributed to each practitioner, who, after a general introduction by the practice manager at the designated facility, performs the assigned tasks independently and in some complex, problematic situations, learns from supervisors and leading specialists in the enterprise.

The modular program of production practice allows the practitioner to systematically master the knowledge of the sequence of production processes in the enterprise, ensuring the continuity of the study of knowledge of production processes in the time allotted for the study of the module. It also limits interns from being absent, leaving practice early, or engaging in unnecessary work as a result of engaging in specific 6-hour assignments each day.

Below we recommend a rough draft of the module program for the study of the module "Tasks of the experimental workshop and stages of the technological process" (table 1)

Table 1. "Tasks of the experimental workshop and technological process stages" module program

Element of educational activity	Assignments related to the training material that practitioners should master	Instructions for completing assignments	Grade
1- LAE	Purpose: Introduction and analysis of the functions of the experimental workshop. Complete the assignments: 1. Get acquainted with the groups in the experimental workshop and their activities. 2. Get acquainted with the sequence of technological processes.	1. Carefully observe the work done in the experimental workshop. 2. Learn the sequence of work done. Analyze what you learn, write down your thoughts.	
2- LAE	Purpose: To study the process of preparation of a new model construction. Complete the assignments: 1. Get acquainted with the requirements for model selection. 2. Observe and study the method and process of construction.	1. Carefully observe how the requirements for model selection are taken into account. 2. Write information about the methods of construction, content, stages.	



3- LAE	Purpose: To study the process of making templates. Complete the assignments: 1. Learn the types of templates and their uses. 2. Get acquainted with the process of making templates.	1. Get acquainted with the types of templates available in the enterprise. 2. Carefully observe the process of preparation of templates, write down the necessary information	
4- LAE	Purpose: To learn to determine the consumption of fabric and auxiliary materials for the model. Complete the assignment: 1. Get acquainted with the method of determining the consumption of fabric in the enterprise, compare it with modern methods. 2. Get acquainted with the work of the moderator.	1. Observe the process of determining the fabric consumption of the model in the enterprise and compare it with the theoretical knowledge. 2. Monitor the activity of the calibrator, the normalization process and record the necessary information.	
5- LAE	Purpose: To complete the module program. 1. Read the purpose of the module program again and evaluate your self-awareness activities. 2. Start to complete the Test and Keys assignments. 3. Do what you are not satisfied with again.	Analyze your own activities to learn and complete the "Learning Activity Element" defined in the module. Complete the Test and Keys assignments and evaluate your result using the test key. 1 point for each correct answer, 2 points for Keys	

It is known that according to the Regulations of the internship, the evaluation of its results is the final stage, which is carried out in the form of receiving a student report with the participation of the dean of the department, the head of the department, a representative of the educational and methodical department. to that end each trainee reports on the knowledge they have acquired during the internship and the impressions they have received.

In our opinion, it is impossible to fully assess the knowledge acquired by the practitioner during 1 month on the basis of a 15-20 minute report. An practitioner who actively participated in the internship during the reporting period, who completed all assignments correctly on time, may not be able to fully describe the knowledge he or she has acquired, or may not show good results due to excitement and other reasons. His low assessment during the reporting period reduces his enthusiasm for learning and creates a sense of dissatisfaction with his work, the commission's conclusion.

In the context of modern education, the monitoring and evaluation of the knowledge, skills and abilities of practitioners should also acquire new content. It is advisable to organize the assessment of the practitioner's mastery during the study of each module. In determining the results of the practitioner's mastery in practice, control tasks at the end of each module can be developed in different variants, for example, on the basis of 6 tests and 2 Keys tasks.

It is known that pedagogical tests can be a tool for determining the level of knowledge of the student and an objective assessment. Test assignments are important in increasing learners' cognitive activity, developing choice, and self-assessment. However, the use of Keys assignments in the assessment of the



practitioner's practical professional knowledge, independent activity in solving production problems during the internship period also gives good results.

Keys assignments teach practitioners to approach certain production problems that arise in technological processes as engineers, to analyze the problem comprehensively and to find the most rational solution, to make decisions and to give an analytical basis for their opinion.

At the end of each module, the practitioner, who evaluates the results of his knowledge, strives not to get low grades in the group, to complete assignments on time, to get good grades, that is, to create a competitive environment in the group. This condition ensures high mastery and practice results.

Recommended case studies for the module "Tasks of the experimental workshop and stages of the technological process"

1-Keys

Keys statement. The head of the sewing company summoned the head of the experimental workshop and said that he had received an order to sew 5,000 men's shirts. Customers informed that they bring the fabric themselves and asked to ensure that the cost of the fabric is an average of 1.3 m² per shirt, as well as to ensure that the new model meets the requirements of the customer. The head of the experimental workshop was assigned a task and assigned 1 week to complete the tasks.

Keys assignment. How should the head of the experimental workshop divide the work into groups to ensure that the order is fulfilled at the required level and on time?

Instructions for students on the topic

As you explore the problem situation, try to find answers to the following questions.

1. What are the consumer requirements for a clothing model and who should consider it in the work process?
2. Which group is responsible for determining the consumption of fabric for clothing and how is it done?
3. What technical preparation is needed to give a new model to sew within 1 week and who should be responsible for it?
4. Justify the proposed ideas, solution, and expected results for the case solution

2-Keys

Keys statement. A new model of men's shirt was given to production in the sewing shop of the sewing enterprise. A number of technological shortcomings were identified during the processing of garments:

1. The anterior and posterior shoulder shears are not the same;





2. The width of the pocket cover is 1 cm smaller than the width of the pocket;

3. The symmetrical arrangement of the pockets on the two front pieces.

When the head of the quality control department took the half-finished drafts to the sewing shop and told them about the identified defects, the quality control of the sewing shop said that the half-finished draft were made according to the templates provided by the experimental shop and that they were not faulty. After that, half-finished drafts were brought to the experimental workshop and problems were reported.

Keys assignment. Identify the causes of existing problems with newly sewn shirts. How would you solve the 3 problems shown in this situation?

Instructions for students on the topic

1. Familiarize yourself with the case.

2. Evaluate the urgency of the problem.

3. Investigate and analyze all the cases to solve the problem.

4. Formulate hypotheses that guarantee an effective solution of the case

5. Prepare the results of working with cases in the form of a presentation or written information.

We recommend that the evaluation of the results of control tasks for each module be based on the following criteria: (Table 2)

Table 2 Criteria for assessing the knowledge of practitioners on each module

No	Type of activity	Control number	Evaluation criteria	Maximum score
1.	Test assignments	6	For the correct answer	From 1 ball, total: 6 ball
2.	Keys assignment	2		From 2 ball, total: 4 ball
			Able to analyze the problem	1.0 ball
			Was able to express and justify his or her opinion independently	1.0 ball
	Total:			10 ball

Note:

For 5 grades - 8-10 points

For 4 grades - 6-7 points

For 3 grades - 4-5 points

In the final evaluation of the internship, it is advisable to take into account the average value of points earned on the modules, as well as the activity of the practitioner during the reporting period, which can reflect the professional qualities.



In conclusion, the organization of internships and evaluations in vocational education on the basis of innovative technologies not only ensures the effectiveness of internship results, but also lays the foundation for the training of highly qualified specialists who can compete in the labor market.

The results of our pedagogical observations and activities allowed us to formulate the following

conclusions and Recommendations

1. Organization of production practice on the basis of modular technology ensures proper planning of the practitioner's activities. Therefore, the program designed for each module should be simple and understandable to the practitioner, allowing to study the technology, equipment and problems of the object and process being studied;
2. On the basis of the module program helps to develop skills such as independent study and performance of specific tasks in each module, independent work in the practitioner, learning, asking what he does not know, interacting with others in the production environment. Therefore, when appointing supervisors from the enterprise to practitioners, their professionalism, mentoring qualities should be taken into account.
3. Through the assessment of the knowledge learned in each module on the basis of case assignments related to production problems, the groundwork is laid for the formation of engineering qualities of practitioners, adaptation to the process of professionalization, interest in the field and positive motivation. Therefore, in compiling case assignments, attention should be paid to its relevance to the module content, its coverage of production problems, and the intellectual abilities of the students.

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