



AS A TOPICAL SCIENTIFIC PROBLEM OF PROFESSIONAL TRAINING OF AGRICULTURAL SPECIALISTS IN HIGHER EDUCATION INSTITUTIONS

Eshmanov Otabek Usanovich

Assistant, "TIAME" NRU Karshi Institute of Irrigation and Agrotechnology

Abstract: In this article, I present a systematic approach to several elements of professional training of agricultural specialists in higher education institutions and how they are implemented. We have put forward the idea and I hope that it will contribute to the development of our country in the future.

Keywords: Bologna, integration, modernization, credit, psychological, Civilization, dynamic.

Socio-economic changes in our country, its integration into the international educational space, exacerbate the problem of the quality of professional training. Uzbekistan's accession to the Bologna Process in 2003 and Uzbekistan's commitment to making the necessary changes in the context of European integration set a new direction in the development of higher education in Uzbekistan.

Modernization of higher education in Uzbekistan is the implementation of state policy aimed at radically changing the entire education system, as well as the harmonization of the education system with state and international regulations and standards. The adoption of the goals and methods of the Bologna process has identified ways to modernize higher education in Uzbekistan.

Key Objectives: Comparison and recognition of diplomas and skills, mobility of students and staff, intellectual growth of alternatives and competitiveness through pooling of potential. The methods of the Bologna process include a two-tier system of training specialists, the introduction of a credit system of assessment (or a system of credit units) for the development of student training programs, the creation of a quality management system for educational services.

In accordance with the state policy in the field of education, based on the priorities of the development of the education system of the Republic of Uzbekistan, a set of measures for their implementation until 2010, as well as the Education Development Program for 2006-2010, the main goal Training of specialists in the science system:

- a qualified employee of the appropriate level and profession;
- a qualified employee who is able to work freely in his / her profession, is focused on the relevant fields of activity, and works effectively at the level of world standards in the field of specialization;
- Competitive, qualified, responsible, qualified employee ready for continuous professional growth, social and professional mobility in the labor market.

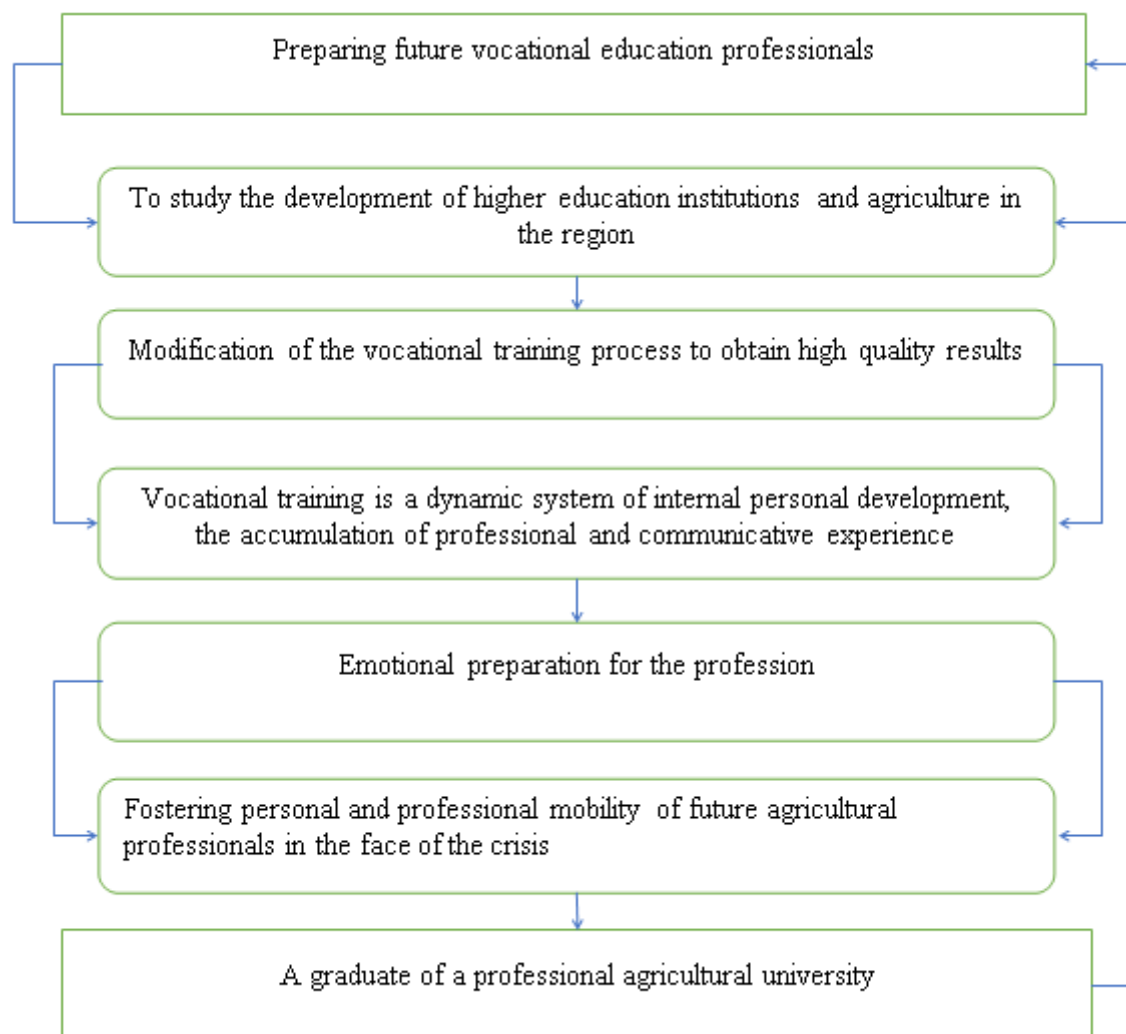
The formation of active motivation of students for professional self-realization of personality is impossible without emotional preparation. An important psychological moment that determines the success of higher education is the "readiness" (emotional, motivational) to take a certain profession. The choice of a profession by a person as a result of the analysis of internal resources and their connection with the requirements of the profession is the basis for a person's self-affirmation in society.

Choosing an agricultural profession in higher education is about choosing a relationship with the wild, knowing the purpose and capabilities of many technical means, the organization of agricultural production and knowledge of the economy. In the classification of professions defined by EA Klimov, "man-wild nature" takes the first place.

This species deals with plants and living organisms and the conditions under which they live. Civilization, human culture, first of all, the culture of production in agriculture, agriculture, animal husbandry and so on. Humans are consumers of nature and producers of products of natural origin. Human activity is primarily concerned with the use of natural resources.

Choosing a relationship with wildlife requires only a general background and the necessary knowledge in a highly specialized field. In addition, it is necessary to know the purpose and capabilities of many technical means, the organization of appropriate production and knowledge of the economy. "The types of production that belong to this type do not mean a great centralization of management, so here more than any other type of practice," every student should know his maneuver," says A. Suvorov".

The modern professional training of future agricultural specialists should also include anti-crisis training of personal and professional mobility based on knowledge of their potential. It is an effective tool for professional training in higher education institutions and can expand the ideas of professionals about the professional field of life and ways to succeed in it. Thus, the training of future agricultural specialists to improve their quality is shown in Figure



1-pic. Elements of professional training of future agricultural specialists.

As a result, we emphasize an important point in understanding the importance of professional training of future agricultural specialists: all the forms considered together are elements of professional training

of agricultural specialists in higher education institutions (taking into account the historical features of development) ; pedagogical transformation of the educational process; preparing students for professional activity, gaining professional and communicative experience as a dynamic system of internal personal development; improving the personal and professional mobility and quality of vocational training of students, pedagogical support.

In conclusion, it is no exaggeration to say that there are several elements of preparing students for professional activities in agriculture, which are the most common and popular methods of preparing students for professional activities.

References

1. President of the Republic of Uzbekistan 23.10.2019 “O‘zbekiston Respublikasi qishloq xo‘jaligini rivojlantirishning 2020-2030 yillarga mo‘ljallangan strategiyasi” Decree PF-5853 on.
2. Карев, Б.А. Педагогические условия развития личности студента в системе вузовского образования // «Инновационные технологии обучения в высшей школе: опыт» / Б.А. Карев. — Хабаровск, ДВАГС, 2002. - 266 с.
3. Липовка, Н.П. Профессиональная подготовка будущих специалистов коммерции в условиях социально ориентированной экономики: Дис...канд. пед. наук / Н.П. Липовка. — Комсомольск-на-Амуре, 2006. — 167 с.
4. Поташник, М.М. Качество образования: проблемы и технология управления (В вопросах и ответах) / М.М. Поташник. — М.: Педагогическое общество России, 2002. - 352 с.