

**STUDY OF THE PROBLEMS OF PROFESSIONAL TRAINING AND VOCATIONAL  
EDUCATION OF FUTURE SPECIALISTS IN WESTERN COUNTRIES**

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**Abstract:** *The content of this article covers the study of the problem of preparing future specialists for professional activities and providing them with professional education in the works and opinions of scientists of Western countries, which should be carried out in the higher education system for the development of professional training. tasks are discussed.*

**Key words:** *pedagogical belief, pedagogical skill, pedagogical ethics, professional-production qualities, educational work style.*

**Аннотация:** *Содержание данной статьи охватывает исследование проблемы подготовки будущих специалистов к профессиональной деятельности и обеспечения их профессионального образования в трудах и мнениях ученых западных стран, которое должно осуществляться в системе высшего образования для развития профессионального образования. обучение.задачи обсуждаются.*

**Ключевые слова:** *педагогическая вера, педагогическое мастерство, педагогическая этика, профессионально-производственные качества, воспитательный стиль работы.*

**Annotatsiya:** *Mazkur maqola mazmunida bo'lajak mutaxassislarni kasbiy faoliyatga tayyorlash va ularga kasbiy ta'lim berish muammosining G'arb davlatlari olimlarining asarlarida va fikrlarida o'rganilishi haqida yoritilgan bo'lib kasbiy tayyorgarlikni rivojlantirish bo'yicha oliy ta'lim tizimida olib borilishi kerak bo'lgan vazifalar haqida so'z yuritilgan.*

**Kalit so'zlar:** *pedagogik e'tiqod, pedagogik mahorat, pedagogik etika, kasbiy-ishlab chiqarish fazilatlarini, o'quv-tarbiya ishlari uslubi.*

Vocational education, learning the secrets of the profession is one of the main problems that have interested humanity since ancient times. It is a real truth to say that our people have a very rich experience that professional skills can appear directly in the process of work. The development of production forces, the specialization of crafts, the complexity of labor qualifications and skills created the need to transfer accumulated work experience, including systematic knowledge, skills from generation to generation in a certain way. At first, this need was fulfilled in an irregular, i.e. chaotic, way by the teacher-student. With the development of industrial production, vocational schools of various

levels and fields appeared. Vocational education system was formed as an independent network first in Europe and then in America.

Supporters of humanistic utopia T. Mor and T. Kompanella put forward the ideas of connecting (adding) youth education with production work in their works. The development of industrial relations, the development of science and technology increased the interest in the profession. First of all, special importance was given to the social and economic aspects of involving children in labor.

English economist and pedagogue Dj. Bellers' work "Recommendations on cooperation in production institutions" is considered one of the works on initial professional education. In it, as a social and pedagogical issue, one of the ways to get rid of poverty was to teach young people to master the secrets of professions, and the idea of connecting education with production work was put forward.

English philosopher and pedagogue Dj. Bellers paid special attention to vocational training. D. Lolk put forward the idea of establishing a state workers' school in his writings "On the School of Workers". In the work "On Vocational Education" by the French social figure K. A. Korbon, the situation of the mentor-apprentice system was analyzed for the first time, and the free choice of profession was important for the individual and society. the importance of general and professional training, establishment of a professional school, harmonization of general professional education, interrelationship of mental and physical work were also emphasized.

K. Marks justified the need for polytechnic education and put forward the issue of combining education with production work. Thus, the methodology of vocational education came to the world as a relatively new and developing science. It was separated from the general pedagogy as a special field during the improvement of the vocational education system. In his opinion, the main feature of modern vocational education is its direction (tendency) of integration, which can be internal and external. If the external integration is related to the construction of a global educational space, that is, it involves the use of experiences gathered in different countries, the internal integration involves the creation of integrative courses based on an interdisciplinary approach.

It can be seen that in the early days of Western life, the preparation of children for work was carried out directly in the process of work. The emergence of agriculture, animal husbandry and handicrafts was put on the agenda as an important issue of the need to specially prepare young people for life activities. Thus, mental and physical labor were separated from each other.

Yan Amos Komenskiy believed that the teaching profession, which is a means of adapting students to their professional activities, is extremely important. He wrote that "only a highly active, educated, moral person can be a teacher." He believed that the success of education depends, first of all, on the activity of the teacher, his knowledge of methodological methods, his enthusiasm at work, and his love for children: "No one should give to someone else what he does not have, It is not possible to develop, educate, and

educate another person without being developed, educated, and educated. He will be able to educate only if he creatively works on his education and knowledge," he writes in many of his works.

While Ushinsky attaches great importance to the student's adaptation to professional activity, he says that "a lot depends on the environment in the educational institution, but the most important thing depends on the personality of the educator who is always face to face with the student: the age of the educator's personality its impact on the soul cannot be replaced by textbooks, moral advice, and the system of punishment and encouragement. ...It is important for every teacher to have not only the position of teaching, but also the qualities of character, consistency and persuasion..., everything in education should be based on the personality of the educator.

A.V. Barabanshikov's views on the problem of adaptation to professional activity are noteworthy. He interprets this problem as follows: "pedagogical beliefs and skills, pedagogical ethics and professional production qualities are a synthesis of the style of educational work and the student's attitude to his work and himself." Noting the integrative function of activity and determining its significance in the development of the whole society, he puts forward the following opinion: "General activity serves as the basis of his professional skills. The connection between them is so direct that with full reason: adaptation to professional-production activity is manifested in the conditions of the pedagogical process in a manner consistent with the general activity itself.

Problems related to the formation of personal adaptation to professional activity can also be found in the works of foreign pedagogues of the West and East. In this regard, it is impossible not to agree with the following opinions of S. Shmit: "I must say that over the years I am coming to the opinion that not every specialist can become a teacher. Teaching is a unique quality that not everyone has. It is possible to know a lot, to be able to deal with students, to master different methods of teaching, and even to be a master of one's work from the outside, but if there is no constant lively interest in students, their thinking if you are not interested in them, if you do not feel the need and desire to interact with them, if you are distant from the students, then you are not a pedagogue." S. Shmit's ideas are consistent with the views of American scientists on this problem. American researchers transfer cultural heritage, past and present values they consider the traditional goal of education to preserve, acquaint with activities, and improve the personality.

Based on the goals of education in the United States, American scientists note a number of requirements for a teacher. In Dyui's opinion, the teacher should "...manage the activity of the student with benevolence, without coercion". He recognizes that a teacher's ability to have a proper relationship with students, his manners and personal qualities are one of the main components of adaptation to professional activity. The spiritual wealth of the teacher, his moral purity serves as a guarantee of humanity. Because the teacher's intelligence is, first of all, his attitude towards adaptation to professional activity. First of

all, it is determined not by the level of education, type of work, professional training, but by how much a person is oriented to values.

The main condition for the formation of adaptation to professional activity, in our opinion, is the formation of the need for adaptation to professional activity not only, but also his readiness to perceive adaptation to professional activity consisting of his "I". German pedagogues adaptation to professional activity defines as a scientific and creative activity. Scientific-creativity develops the skills and abilities of independent problem solving, forms personal qualities necessary for scientific work, and develops students' preparation for social life.

Drager, who studies the problems of student creativity, shows the following principles of adaptation to professional activity:

- unity of creative thinking and action;
- unity of individuality and sociality in creative activity;
- unity of consciousness and intellectuality

Qualified practices, which can be distinguished as the main criteria of professional training carried out by future specialists along with education, can be indicated as social aspects of young personnel's entry into production processes:

- means of adapting to professional activities: the student's knowledge, skills and qualifications, strict psychological aspects, professional skills, professional qualities of the specialist implying positive changes in the social, economic, spiritual and production spheres of the society and the existence of opinions in the spiritual spheres that provide;

- principles of adaptation to professional activity: unity of creative thinking and action, unity of individuality and sociality in creative activity, existence of consciousness and intellectuality;

According to the content of the above-mentioned sources, the training practices organized for higher education students ensure adaptation of future professionals to professional activities. This concept is explained in the literature as follows.

In conclusion, professional practice is the main tool in developing the quality of educators of future preschool education organizations. Qualified practice adapts the student to work activities socially, psychologically, culturally, organizationally, and domestically. Professional preparation develops through social adaptation to professional activity. In this process, gender, age, level of upbringing and psychological state of the student are also considered important.

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