PERIODICA
Journal of Modern Philosophy, Social Sciences and Humanities
ISSN NO:2720-4030 Volume 27 February, 2024

The Role Of Digital Education In The Formation Of Professional Skills

Urinov Khushnudjon Abdulomitovich
Independent researcher of Tashkent State University of Economics,
Department of Social and Humanitarian Sciences
Email: urinovxushnud@gmail.com

ABSTRACT

Today, digital technologies are rapidly developing and entering every aspect of social life. In particular, modern information technologies in the field of education have a positive effect on the quality of education. This article discusses the importance of digital education in the formation of professional skills. Analytical information on the role of digital technologies in the field of education of Uzbekistan and the development of professional competences of digital education is provided.

ARTICLE INFO

Received: 10th December 2023
Revised: 8th January 2024
Accepted: 10th February 2024

KEYWORDS: vocational education, literacy rate, digital education, human resources development, a digital learning resource, modern information technologies, distance education.

Introduction

Vocational education and practice develop together. Technically, the improvement of vocational education in accordance with the application and application of theoretical and practical knowledge is managed as follows: the structure of vocational education is formed and developed in connection with demographic processes and the structure of the economy and the structural model of the economy. Demographic changes, new population and employment structure affect the vocational education system. The structure of vocational education is planned according to complementary professions and activities. Thus, the optimal relationship between the strong and functional structure of supply and demand is established in the vocational education market. The opening and expansion of each vocational education institution is determined by the system of demand manifested in the human resources market. Thus, the technical staff is expanded according to the production requirement and the service staff according to the physiological and developmental needs of the person.

The Main Findings and Results

The structure of vocational education is organized by regional and local placement mechanisms. The regional structure is determined by the location of the population in rural, urban and individual employment levels, as well as the dynamics of quotas for vocational education. Compulsory vocational education in the republic is conducted up to the 9th grade. The literacy rate is almost 100 percent. Vocational education system in the republic is implemented on the basis of self-financing. Thus, the composition of income and expenses of each vocational education institution increases its continuation in the extramural environment.

"Comprehensive reforms implemented in the secondary special professional education system of our republic envisage the development of intellectual abilities and professional knowledge in the growing young generation. This, in turn, requires the organization of educational practices in vocational schools on the basis of advanced pedagogical and information technologies, thereby forming students' professional knowledge and skills [1;1190].

The systematic organization of vocational education includes the organization and management of systems that actively affect its inter-enterprise consistency within the enterprise. The uniformity of vocational education from the point of view of the system is realized by its methodical provision, planning, organizational structure and the similarity of management experience within the institution.

The influence of external factors is also taken into account in the structural changes of the vocational education system. Technological changes, which are often caused by external factors, internal financial opportunities include structural changes in its structure in accordance with international standards. The organizational structure of the vocational education system takes into account a number of infrastructural rules.

The structure of the vocational education system will be formed and improved in two main directions:

1. Organization and planning of vocational education in order to meet the need for human resources according to demand, organization and management of it in accordance with the regional and economic development strategy;

2. By increasing the quality of vocational education according to the object of activity, by providing personnel training and professional and vocational orientation methodically

It reflects the structural factors of vocational education, the material, financial and personnel potential, and the ways and mechanisms of effective use of each structural element. In vocational education, systematic policies are developed more according to the ways in which the population and children acquire certain knowledge.

Vocational education is an important link in the national education system and human resource development, and it has important responsibilities such as cultivating various talents, inheriting technical skills, and promoting employment and entrepreneurship. Vocational education has a wide perspective in the new way of building a modern country in all aspects. “All the efforts made in the field of education of our country are directed to the training of mature personnel, to the upbringing of well-rounded individuals who can fully demonstrate their talents and abilities, and who are able to find their place in life. After all, such good works that are bearing fruit today will undoubtedly serve to ensure the high development of our country and further increase the well-being of our lives in the future.” [1;1191]

Adhering to moral education and moral and skill development and promoting the integration and integration of ideological-political education and technical skills training; promote the integration of industry and education, adhere to and develop school-enterprise partnerships, model positive interactions between industry and education, and complement each other's advantages of schools and enterprises; adhere to market orientation, promote employment, develop the link between schooling, professional conditions and talent training and market demand; to strengthen the skills to demand practice-oriented, more young people can realize the value of life with their skills, to face everyone and teach students according to their talents, a good environment where everyone can have talent and everyone can show their skills requires creation.

By 2025, the specific characteristics of the types of vocational education will become more specific, the modern vocational education system will be basically established, and the construction of a skilled society will be fully improved. The scheme of school activities has been further optimized, school conditions have been significantly improved, the scale of admission to undergraduate vocational education has been at least 10% of the scale of admission to vocational education, the attractiveness of vocational education and the quality of preparation. significantly improved.

By 2035, the overall level of vocational education will be the first in the world, and a skilled society will be largely established. The social status of technical and skilled personnel has improved significantly, the provision of vocational education has been highly adapted to the needs of economic and social development, and its role in the comprehensive construction of a modern country has significantly increased.

The income of vocational education institutions through school-enterprise cooperation, technical service, social education and self-management enterprises can be used as a source of salary in a certain proportion.

So what are digital learning resources as educational software products? What are their advantages?

A digital learning resource is an informational learning resource stored and transmitted in digital form. Functions of digital educational resources

1. Helping the teacher to prepare for the lesson: - simulation of the lesson from separate digital objects; - access to a large amount of supplementary and reference information; - deepening knowledge on the subject; - effective search for information in the complex of digital educational resources; - supervision and preparation of original works; - preparation of creative assignments; - development of lesson plans related to digital objects.

2. Assistance to the teacher during the lesson: - showing digital objects prepared using a multimedia projector; - use of virtual laboratories and interactive dialing models in frontal laboratory work mode; - helping students with computer tests and knowledge assessment; - strengthening individual research and creative work of students with digital educational resources in the classroom.

3. Help students prepare homework:

- increasing their interest in science due to the new form of presentation of the material;
- to ensure self-control at any convenient time; - development of one's subject and creative potential;
- to help organize training at the selected level of mastery of subjects;
- formation of the need to master modern information technologies and work with them regularly.

We divide the digital learning resource according to the student's work.

• Visual digital learning resources (student-observer)

• Interactive (the student has the opportunity not only to see the scenario, but also to change it) Types of digital educational resources for educational and methodological tasks

• Electronic textbooks
• Electronic learning tools
• Electronic teaching-methodical complexes (OK)
• Electronic control publications Classification of digital educational resources by types of information
• Digital educational resources with textual information;
• Digital educational resources with visual information; • digital educational resources with mixed information;
• digital educational resources with audio and video information;
• Interactive models;
• Digital educational resources with complex structure.

Requirements for the use of digital educational resources: • orientation to the modern goals of education,
• compliance with modern scientific ideas in the field of science,
• ensuring the continuity of educational content,
• compliance with modern forms and methods of organizing the teaching process,
• must be age appropriate. and psychological characteristics,
• the training load should include the optimal amount,
• should provide interdisciplinary communication,

Criteria for evaluating digital learning resources

• Ability to differentiate and individualize education;
• Unity of style in the ceremony;
• Interactivity;
• Quality of graphic objects;
• Text quality (readability - ie font, size, styles; number of errors, etc.);
• Content (quality and originality, logic and consistency);
• Change;
• Visibility;
• Graphics, audio, video and more. reasonableness of use (if any);

• Information volume balance;
• additional documents;
• Taking into account the age and psychological-pedagogical characteristics of students.

To dramatically increase the quality of secondary vocational education, to optimize the scheme and structure, to implement a project to meet the requirements for ensuring the activities of secondary special vocational education institutions, to implement measures such as consolidation, cooperation, guardianship, grouping of schools, a number of excellent secondary construction of special vocational educational institutions. schools and high-quality specializations, and vocational education is important to focus on delivering students with a solid foundation of technical skills and a competent cultural foundation. “Determining the logical structure of the process of educational practice in each field of education, adapting them directly to today's requirements, creating problem tasks, preparing methodological recommendations and instructions based on them, using modern types of pedagogical technologies, initially conducting experiments in groups of talented students, depending on the results, training process and thereby achieving the formation and development of professional skills and qualifications in students, abandoning the principles of the same approach to everyone in encouraging the activities of pedagogues-engineers, instead of it, depending on the quality and volume of their specific work, which is related to their activity and increasing the quality of educational practice, material and moral should be encouraged” [1;1190]

Supporting pilot community colleges, qualified secondary vocational schools based on local economic and social development needs. To support the improvement of the quality of vocational education and personnel training, to focus on the construction of a number of high-class higher vocational schools and departments. Consistent development of undergraduate vocational education, keeping vocational education direction, teaching mode and specific development unchanged, building vocational education schools and directions that meet high requirements. Integrate the design of the talent training system of vocational education, promote the linking of vocational conditions, learning goals, curricula and training programs at all levels of vocational education, and support the implementation of long-term training in vocational fields with long-term training cycles. In accordance with the principle of roughly matching majors, it is important to target practical-oriented undergraduate schools and vocational schools in order to attract more graduates of secondary and vocational education institutions to apply for the examination [2;332].

The widespread use of new technologies such as big data, the Internet, artificial intelligence, and blockchain in epidemic prevention and control has fully demonstrated the power of technology in responding to social crises. At the same time, the epidemic is also a factor that accelerates the destruction and renewal of technologies. With the rapid development of artificial intelligence technology and digital economy, epidemic prevention and control will further accelerate the construction of smart cities and smart enterprises. smart business models. Technological changes have increasingly become the main logic of all changes. How to keep pace with the development of new technologies, especially smart technologies, and promote the high integration of technical skills is a big question that needs to be answered in the training of vocational colleges: First, the adaptation of talents of traditional specialties. changes in occupations, positions and skills caused by new technologies [3;410]. Development of location and establishment of training standards for new technical skills. Second, pay more attention to the reform of teaching content based on the use of new technologies to effectively increase the effectiveness of vocational education courses. The third is to promote the value orientation of "technology for good", combined with professional education to strengthen guidance and fully demonstrate the responsibility of people to use technology to serve society.

The full implementation of online teaching has become the teaching choice of most vocational colleges in the midst of the epidemic crisis. How to truly "turn crises into opportunities" and prevent online learning from becoming a temporary need and irregular behavior, the key is to fundamentally promote the integration of online and offline education and training with information technology. Deep integration. In order to effectively improve the quality of blended learning, five connotative requirements must be understood. The first is integration. It is necessary to adhere to the teaching rules of the integration of theory and practice in vocational education courses, to achieve the integration and complementarity of online and offline learning, and to strive to achieve the educational goals of the lesson. The second is flexibility. It is necessary to fully play the advantages of hybrid training to expand the time and space of training, to adapt to the characteristics

of enterprise production and operation and individual training needs, to learn to introduce a credit system, a flexible academic system. and formation of a flexible training organization and procedure with features of flexible training and vocational training. The third is diversity. Teachers should actively guide teachers to explore diversified teaching methods such as online course teaching, independent study + online tutoring, live teaching and synchronous classroom teaching based on their own teaching style and course characteristics. It is necessary to solve the difficulties. based on online virtual simulation. Offline lectures combined with mastery skills. The fourth is accuracy. It is necessary to strengthen the concept of student-centered education, establish a hierarchical and classified talent training system at different levels, such as course materials, teaching models and teaching methods. Fifth, effective. In order to fundamentally solve the problem of "sheep herding" in online education, it is necessary to integrate teaching content, teaching methodology, examination and evaluation reforms [4;774].

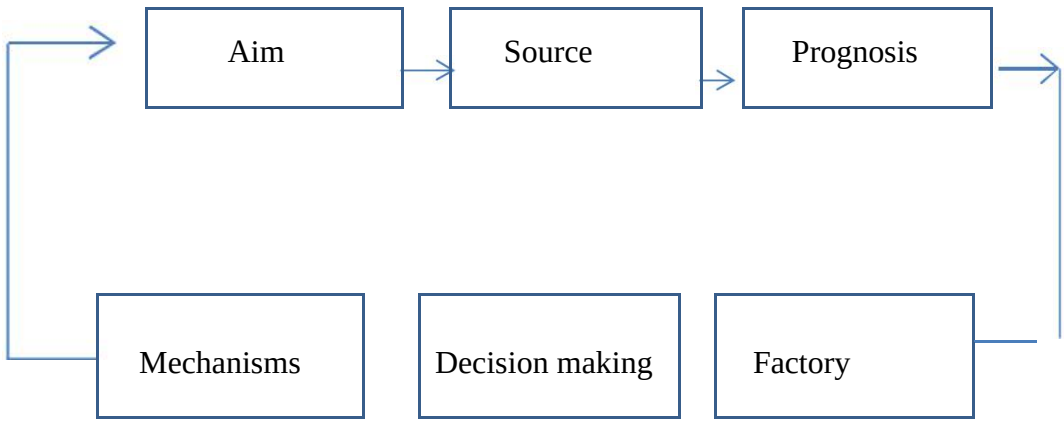
The financial support of vocational education includes the amount of funds allocated to it and the ways of their effective use. The growth of vocational education and training resources of general vocational education institutions creates conditions for the quality of vocational education in the institution, the preparation of students, and physical development. The financial support of vocational education institutions is provided by providing auditoriums, electronic support of the educational process, quality control, increasing the scientific potential as an object of material supply. The educational process is characterized by a number of theoretical and practical scientific studies with scientific potential. The process of assimilating and acquiring the knowledge of laboratories, factories, experience bases, and special habits is being strengthened [5;121].

Vocational education system as an object of economic, social and personnel training professional reforms is an important element of quality changes and organization of effective state and economic system in our country.

Vocational education system is organized according to the goal-resource and forecast model as an object of strategic planning. Its goals and tasks are organized according to global and autonomous goals. Strategic planning is organized based on the principle of norms and standards consistent with world experience. Vocational education requirements are organized in order to achieve uniform standards and global results. Therefore, the effectiveness of vocational education in developed countries affects its economic growth and integrated efficiency.

Vocational education planning is done through strategic planning and marketing planning. Strategic planning covers the impact of vocational education on economic growth and methods and technologies for effective use of vocational education factors. Complex and systematic planning methods are used. Its principle scheme occurs in the following order:

Picture 1. Vocational education prediction model



Vocational education strategic planning models include:

- regulatory model;
- target program model;
- prediction model;
- Vocational education quality model;

- Vocational education effectiveness model;
- resource model;
- a systematic approach model

Vocational education strategic planning aims to address demographic changes, resource changes and integration into the global vocational education process - its main goal is to eliminate illiteracy, ensure economic efficiency and social development. Normative methods of vocational education are aimed at planning in accordance with cost and efficiency standards in each enterprise and functional activity:

$E=XX^c \rightarrow min$

where E is the effect;

X-normative costs;

X^c- current costs.

The strategic planning of vocational education is combined with the strategy of economic and social development. Strategy evolves as resources and goals change. The strategy is multi-variant and is evaluated with synergistic effect in the republic. Vocational education planning follows the dynamics of supply and demand. The demand curve for vocational education corresponds to the demand for intellectual and economic growth:

$E=\Delta GDP/\Delta TX$

where E is strategic efficiency;

ΔGDP – gross domestic product growth;

ΔKXT - increase in vocational education costs.

Vocational education costs in the republic are below the norm.

Conclusion

Vocational education strategy is based on quality personnel and goals that ensure science, innovation and national security. Justification of these goals is done by taking into account forecasting models and forecasting factors. Vocational education activities are aimed at developing more effective options between the goals of the enterprise and the goals of economic and social development. Vocational education strategic planning objectives underpin the rational and functional goals of vocational education. Vocational education forms the placement, sale and use of its product in the context of market relations. The Vocational Education market is a niche market, which is driven by greater financial resources and planning for the need for Vocational Education products. Along with commercial interests, the vocational education market is also conducted.

References

1. Baymetov, M. M. (2021). Kasb-hunar maktablarida o‘quv amaliyotlarini tashkil etish va samaradorligini oshirish yo‘llari [Ways to organize educational practices in vocational schools and improve their efficiency, in Uzbek]. *Academic Research in Educational Sciences*, *2*(4), 1190-1195.
2. Fayzullaeva, N. S. (2022). Ta’lim jarayonini raqamlashtirishda texnik va didaktik sharoitlari [Technical and didactic conditions in the digitalization of the educational process, in Uzbek]. Current Issues of Bio Economics and Digitalization in the Sustainable Development of Regions (Germany), 331-337.
3. Xakimjon o‘g, I. M. A. (2024). Olimlarning kasbiy-mahorat yuzasidan fikrlari [Opinions of scientists on professional skills, in Uzbek]. Science Promotion, 5(1), 405-412.
4. Gapporov, B. N. M., & Nomozov, M. L. (2023, January). Yoshlarning ixtirochilik mahoratlarini shakllantirishda kasbiy mahorat olish sifati [The quality of obtaining professional skills in the formation of inventive skills of young people, in Uzbek]. In International conferences (Vol. 1, No. 2, pp. 773-777).
5. Saifnazarov, I. (2023). Yangi O’zbekiston: inson qadri ulug’langan yurt. –Tashkent: “Ilm-Ziyo-Zakovat” MChJ. - 209.
6. Умаржонов, С. С. (2022). Ижтимоий фанларни ўқитишда Фахриддин Розий асарларининг ўрни ва аҳамияти [The role and importance of Fahriddin Razi's works in teaching social sciences,

in Uzbek]. Архив научных исследований, 2(1). извлечено от https://journal.tsue.uz/index.php/archive/article/view/737

7. Маматқулов, Ш. Т. (2022). Ёшлар фаоллигини шакллантириш механизмлари: муаммо ва ечимлар. Oriental renaissance: Innovative, educational, natural and social sciences, 2(Special Issue 23), 985-993.
8. Umarjonov, S.S. (2022). Imom Fahriddin Roziyning ibratli hayot yo'li va ilmiy faoliyati. Academic research in educational sciences, 3, TSTU Conference 1, 717-722.