

Analysis of the effectiveness of the model training process of students of higher educational institutions in the direction of vocational training for pedagogical activity

Abdullayeva Ozoda Safibullayevna ¹, Dr. Saida Beknazarova ²

¹ Namangan Engineering Pedagogical Institute 100052, Uzbekistan

² Department of Audio visual technologies, Tashkent University of Information technologies, Uzbekistan, Tashkent, Mirzo Ulugbek region, Akkurgan st, 35/7 100052, India. Telephone: +998913549363; E-mail:

saida.beknazarova@gmail.com

Abstract: This paper shows the experimental data that demonstrate the effectiveness of the theoretical model of the process of preparation of students of high school in the direction of vocational training for pedagogical activity the following indicators (indicators): the quality of results of educational activity, the quality of the results of extra-curricular activities, the quality conditions of the educational process.

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Keywords: educational activities, preparation for teaching activities, extracurricular educational work, educational process.

1. Introduction

The effectiveness of the developed theoretical model of readiness of students in the direction of the software for pedagogical activity was assessed as a result of the experiment on indicators that reflect:

1. The quality of results of educational activity;
2. The quality of the results of extra-curricular activities;
3. As a condition of the educational process.

Evaluation was carried out on the formation of a three-level scale (high, medium, low).

Sufficient development of the above components and is an indicator of the quality level of professional pedagogical readiness of students towards vocational training for pedagogical activity. Underdeveloped indicates their lack of preparation, its medium or low levels.

Middle and high levels of development of the main components we attributed to sufficient allegations that the component is formed. Have the students a sufficient level of development of all components of readiness for professional-pedagogical activity is proof of readiness.

2. Material and Methods

The quality of results of educational activity was evaluated based on the results of the intermediate, current and final control on the subjects of pedagogical cycle, teaching practice (GPA), as well as on the results of the survey, teacher observation, individual interviews.

The quality of the results of extra-curricular activities, as well as a condition of the educational process indicators are determined by the developed

author of the study indicators, which reflect monitor the extracurricular activity of graduates and student teachers of the university in the direction of the software, the content of the educational process on the types of extracurricular activities, as well as the achievement of the teacher in art, quality evaluation parameters are the conditions of the educational institution.

To date, there is a well-established rating - scoring system for assessing students' learning activity (in the direction of the software) - the future teachers of secondary specialized educational institutions (SVS), determining readiness for pedagogical activity during school hours. However, the willingness of students (in the direction of the software) to extra-curricular activities, as a rule, does not have an objective assessment, and has a serious drawback. Extra-curricular activities are an integral part of the educational process. Therefore, we have developed indicators to measure the quality of preparation for extracurricular activities of the future teacher for SVS system - this is an extremely important development.

In teaching science, many researchers regard to the decision of problems of training future teachers to educational teaching activities, but in preparation for extracurricular activities, shows something that does not quite settled and developed the theoretical and methodological bases of preparation of future teachers for the implementation of this process. In improving the efficiency of the process of preparation for the educational activities of the university students in the direction of vocational education also supports the availability of high-quality aggregate ownership of the educational process outside the classroom. The

solution to this problem is possible in the presence of specially prepared teaching materials in the process. Based on this significant and important theoretical basis and experimental evaluation of readiness of the future teachers to the organization of extracurricular activities.

To assess the level of readiness of students to the organization of extracurricular activities we carried out a diagnosis of 48 students of final groups (in the direction of the software).

Knowledge in the field of extra-curricular educational activities assessed on indicators by offering student (towards SW) block of questions to identify the knowledge necessary to carry out extra-curricular educational activities. Conducted surveys of students in the frame of the studied discipline "Methods of educational work." The use of this method revealed the knowledge of students (in the direction of the software) on the role, the kinds of extra-curricular educational activities in the professional work of the engineer-teacher, as well as the organization and management of extra-curricular educational process.

3. Results

If a student (towards SW) had knowledge to solve more than 86% of the proposed tasks, he belonged to a high level of readiness for the organization of extra-curricular processes. He is keenly aware of the role and importance of extra-curricular educational activities, fully and firmly mastered the knowledge about the types of educational tasks and requirements for the results of their decisions, have mastered the knowledge of methods and technology solutions, the conditions of their application. When performing tasks in the amount of 71-85% of the students belonged to the average level, it ascertains that are not sufficiently complete and lasting knowledge for solving educational problems and most types of understanding of the role and importance of extra-curricular educational activities for the teaching profession. If the student's knowledge were sufficient to carry out 55-70% of the proposed tasks, he belonged to a low level of readiness for the organization of extra-curricular educational processes. Student differed little understanding of the role and value of extra-curricular educational activities. They have not mastered all the knowledge necessary to carry out educational activities. If the student did not have knowledge sufficient to solve at least 55% of the proposed pedagogical problems, it said it was not ready for the implementation of the teaching process outside the classroom. His knowledge appeared haphazard, fragile.

The results of the experimental data conducted during 2012-2016, show a positive trend change in relation to extra-curricular educational activities for graduates of engineering and pedagogical universities, which introduced methodological developments, which reflect the types of technology organization extracurricular educational processes. Obtained using the CIE data suggest that in the experimental group, there is awareness of the importance of extra-curricular educational training for their future profession, and the constant growth of readiness of students (in the direction of the software) to teaching (as opposed to control).

As a condition of the educational process was determined by the indicators, which include questions which account for 41 questions. Responses were scored and then count the amount of points. The teacher, who collected 10 to 16 points, a low-level, from 17 to 20 points - to the average, more than 21 points - to a high level of readiness in terms of knowledge of the educational process.

The experiment was evaluated by comparing the results of training the experimental group, in which classes were held on the basis of technologically designed and developed a comprehensive system of effective training process of students (in the direction of the software) for pedagogical activity and the control group, in which the training took place in accordance with the traditional method.

The results of the study levels of readiness components according to our indicators in the initial and final stages of training of students (in the direction of the software), participated in the final experiment are shown in Figure 1.

Figure 1-A. The level of preparedness of the results in training activities (2012):

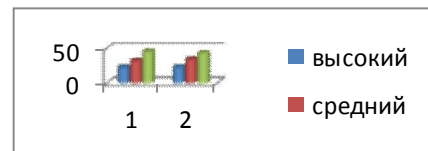


Figure 1-B. The level of preparedness of the results in training activities (2016):

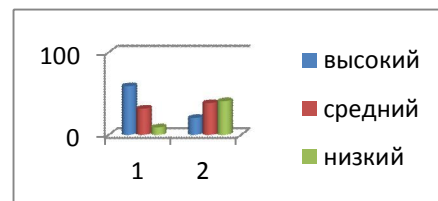


Figure 1-C. The level of after-hour performance (2012):

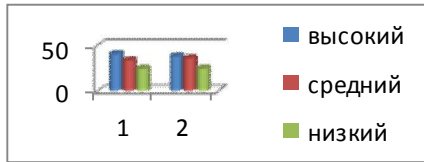


Figure 1-D. The level of after-hour performance (2016):

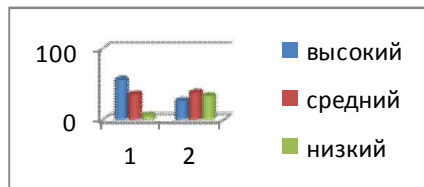


Figure 1. The results of the study levels of readiness components according to our indicators in the initial and final stages of training of students

Statistical analysis of the data was carried out pedagogical experiment on the Wilcoxon test. We tested two hypotheses: H_0 and H_1 . H_0 - samples are equal to the average, H_1 - $x_B^{ORC} > x_B^R$.

It was made a variation number, in which the elements belonging to the control group, designated with a bar at the top. The values of the formulas:

$$W_1 := n_1 * n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$$

$$W_2 := n_1 * n_2 + \frac{n_2(n_2 + 1)}{2} - R_2$$

Where n_1, n_2 - the volume of two independent samples, R_1 - the sum of the ranks of the first sample, R_2 - the sum of the ranks of the second sample.

The correctness of the calculations was checked by the formula $W_1 + W_2 = n_1 * n_2$. Value of the test statistic is the smallest of the numbers and. The table gives the probability that, given that the hypothesis is true. When one-sided alternative hypothesis, the hypothesis is rejected if, where and - given the level of significance.

Our analysis of pedagogical activity of teachers of colleges and academic lyceums, lets come to the conclusion that there are a number of unresolved problems in the field of pedagogical activity of teachers of colleges and lyceums. These include:

1. The colleges have regulations governing educational activity. However, there are no programs of educational work with students, designed for the entire period of training for each of the individual disciplines. Since the content of the educational activities of each of the specialties should greatly differ from each other. After legal education content different from the content of education economist or doctor, where each of the majors have their own requirements for professional-important qualities of a specialist. The list of professionally important qualities that should possess a graduate in education of this institution is reflected in the state educational standards.

2. Themes of lectures read by the teacher to the students outside the classroom is not enough to meet their social relevance and significant correlation with the areas of civil and patriotic, moral, aesthetic and other areas of education;

3. There are no developments in the field of active methods of education of pupils, software, unique methods and techniques, including the methods of development of creative abilities of future specialists;

4. The institutions are not systematically carried out educational work in the areas of education such as: civil, patriotic, spiritual - moral, aesthetic, labor, legal, physical, psychological, family, domestic, etc. ;

5. Teachers are not enough to properly design process of self-education of students;

6. Many teachers of general education cycle do not include professional orientation of pupils. Since, the same problems are solved by different methods depending on the professional orientation.

7. Young teachers have great difficulty in conducting parent-teacher meetings with parents. The plan of work with parents, do not take into account the need to build pedagogical education system, family characteristics, and parents. Conversations with parents are often formal, does not attract the attention and interest of most parents. They are required to:

- Psycho-pedagogical education (lectures, talks, etc.);

- Psychological counseling;

- Openness to the contact with parents and parents - to contact with the teachers;

- Involvement of parents in the organization of extracurricular activities.

- Monitoring the satisfaction of educational services, etc.

8. Teachers are not effectively organize college events, the Lyceum;

9. Teachers have difficulty in organizing different kinds of circles;

10. Many teachers working in colleges and high schools, have difficulty with the full analysis of the

lesson. Not quite take into account certain rules of lesson evaluation, etc.

4. Discussions

Ongoing monitoring of our educational work graduates who have recently self-teaching activities, show how successfully passed the process of adaptation of graduates to the profession, what are the rates of growth of professional skills and professional career beginning teachers. These rates are measured by us in the course of research by using questionnaires, surveys, study of the views of experienced specialists and heads of educational institutions that employ our graduates.

The results of the study indicate that the obtained in high school vocational and teacher training enables young teachers to adapt quickly to the conditions of employment, novice experts show not only their professional competence, but also the independence, activity, creativity, the ability to self-development, self-improvement and self-realization. Responses of our alumni in the proposed form (Annex № 15) testify to this (81% consider their training to professional pedagogical activity of "good enough", 57% of respondents almost did not take the time "to adapt to the conditions of a real pedagogical reality after graduation" 71% of them are engaged in self-education).

The objectivity of the data confirmed the view taken by a professional adequacy and pedagogical knowledge and skills of graduates of engineering-pedagogical high school for vocational education direction. It may be added that many graduates are moving quite rapidly through the ranks. About 20% of them continue their education, improving their level

of scientific and pedagogical training in master's and doctoral.

All the facts above characterize the high quality preparation of students towards vocational education for future professional and educational activities prove the effectiveness of a systematic approach to design teacher training graduates of the University of Arts, techniques value approach to educational information and the correct choice of content, learning technology, quality assurance system of teacher training specialist.

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Corresponding Author:

Dr. Saida Beknazarova
Department of Audio visual technologies
Tashkent University of Information technologies
Uzbekistan, Tashkent, Mirzo Ulugbek region,
Akkurgan st, 35/7 100052, India
Telephone: +998913549363
E-mail: saida.beknazarova@gmail.com

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