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Pedagogical Experience Methodology for Organizing and Conducting Test Work

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A B S T R A C T
In this article, the main attention is focused on the implementation of experimental work in the organization of scientific-pedagogical experience. It can be said that experimental work is an important component of scientific-pedagogical experience, it is its basis, "mantle". For this reason, it is important to organize practical and methodologically correct experimental work, to ensure that it has a thorough mechanism. Based on the competence approach, the experimental work aimed at the formation of professional competencies of college students serves to find a practical solution to a difficult, unique, complex problem. This article focuses on these aspects and presents the results.

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Theoretical

In the organization of experimental work: 1) taking into account the peculiarities of differential education from Informatics; 2) determining the set of competencies that are manifested in students based on the essence of a competency approach; 3) taking into account the age and psychological characteristics of students; 4) formation of competencies of students as professional culture and junior specialists.

Pedagogical experimentsinov's work was carried out in three stages during 2018-2021.

The first stage is the research acquisition stage (2018-2019). At this stage of the work of experimasinov, the goals, objectives of the development of professional competencies in future junior specialists studying in the preparatory direction “Informiatics and information technologies” of professional educational institutions were established, objects, assessment tools were identified. Also, students studied views on the formation of professional competencies, basic approaches, scientific literature, official documents, in order to put the necessary research issues, in theoretical-practical directions, the state of the problem, scientific and conceptual structure were identified, materials on the problem of training future junior specialists were analyzed and systematized.

The second phase is the experimental phase (2019-2020). At this stage, the theoretical foundations and prerequisites for its application were identified, which allow students to substantiate the system of formation of professional competencies, criteria and indicators for studying the level of formation of professional competencies in students were determined, pedagogical models were studied. Pedagogical factors and conditions affecting the formation of professional competencies were identified in future specialists. In this question, interview, questionnaire survey and tests were used.

The third stage – the theoryexperimental stage (2020-2021) - was based on the fact that the formation of professional competencies in students in the process of teaching Informatics is an objective necessity, the content and methodology of teaching Informatics was developed on the basis of a competency approach.

In order to create a diffetential educational environment aimed at the formation of professional competencies of students in Professional educational institutions, the software “teaching educational science ” was applied to the educational process.

The pilot work involved 123 students from Counter industry vocational college, 122 from Chirchiq industrial vocational college, 130 from Namangan industrial vocational college, for a total of 365 second and third stage students.

Profession of future specialists in professional educational institutions in the study of the requirements of employers for the quality of training was carried out on the basis of survey, interview, application and data analysis.

The results obtained as a result of the study confirmed the need for systematic and Tracer Organization of work on the formation of professional competencies in future specialists on the basis of differential teaching of Informatics in professional educational institutions.

Justified and reliable by conducting pedagogical experiments-tests to obtain its results, attention was paid to the presence of: the development of criteria, degrees and indicators of the formation of professional competencies in future specialists; the formation or selection of diagnostic methodologies to monitor the dynamics of the formation of the quality being studied on the basis of differential teaching of Informatics, the effective use of telecommunication technologies in teaching Informatics.

When talking about the criteria, levels and indicators of the formation of professional competencies in future specialists, it is necessary to determine the sum of descriptions (qualitative and quantitative indicators)that allow us to systematically introduce Informatics Education aimed at the formation of professional competencies and evaluate the result.

As the main directions of monitoring the effectiveness of the formation of professional competencies in future specialists, the following were established: assessment of the effectiveness of the organization of the process – the same direction includes the following sub-criteria: organizational support and content of professional training, quality of training, personnel potential, educational-methodological work of the educational process, information and methodological support; assessment of the metod.

Experimasinov's work was carried out in groups with the same level of preparation, conditionally designated as “experimasinov group” and “control group”. Experimentsinov's work was carried out using the same material and two different methodologies, comparing the professional culture developed in students of both groups. Also“".....", the content of its software, the conditions, methods of its study were selected and the criteria for question and answer, pedagogical observation results, control and assessment of students ' knowledge were summed up. The results of the control and experimentsinov groups were systematically analyzed and compared with each other, conclusions were drawn. If necessary, the feedback expressed by the Masters of production education and teachers who were directly involved in this process was discussed in detail, as well as the necessary changes to the content of the course and the methodology for conducting training.

The purpose of the work of experimasinov, the task and the system of interrelated and complementary methods of pedagogical research according to the program (pedagogical observation, conversation, questionnaire survey, test) were used.

A questionnaire-survey was conducted with 15 teachers of vocational colleges, 365 students, 5 teachers of higher education institutions (2ilova). The purpose of conducting the survey is their professional practical activities, the formation of professional competencies, differential education, understanding and vision of the applied methodological system and “.....", which consisted of determining his reaction to the content of his software. Some students do not even have a sufficient idea of the content and nature of the professions of the preparatory direction “Informatics and Information Technology” of their choice and the possibilities of professional practical activities and its organization. This demonstrated the importance of developing and practically implementing a methodological system for the formation of professional competencies in college students on the basis of differential education from Informatics.

While 50% of students who participated in the survey compared the methodological system of teaching

informatics to the form of development of professional creative capabilities of a person, 22% assessed personal formation and informatics as a way to improve the quality of Education. Only 20% of students who participated in the survey will realize the existence of a need for new knowledge, scientific research, and recognized that the culture of professional activity is a kind of cognitive activity.

The results of the analysis carried out showed that the need for the use of various approaches, principles, methodologies, technologies, tools, forms of teaching informatics to college students is necessary for organizing individual production education and systematically and goal-oriented work in teaching special courses, and for this it is necessary to master new knowledge without interruption.

In the training organized on the program "educational work", the college was carried out through practical work to provide students with knowledge about the content and essence of the professional competence of future specialists, their professional activities in the field of Informatics:

The number of students and teachers who participated in the experimentsinov process.

№	Name of educational institutions	Number of respondents participating in experimentsinov's work		
		Experimental group	Control group	Methodist-teachers
1.	Chirchiq industrial vocational college	50	55	5
2.	Counter industrial vocational college	50	58	5
3.	Namangan industrial vocational college kolleji	50	62	5
	Total	150	165	15

Theoretical education is carried out in the form of lectures on various scientific problems, seminars, conferences with the participation of falisators and moderators who have mastered the methodology of teaching Informatics well.

As experts at various stages of experimental work, representatives of higher educational institutions, base enterprises and organizations, professional associations took part.

To assess the effectiveness of the" method of differential teaching of Informatics to students of Professional educational institutions " on the criteria for the effectiveness of the result in the educational environment of the College, the following criteria units were selected:

Motivational-valuable criterion: valuable, needs and motives as an integral part of the cultural realization of the self-development and capabilities of the individual and the perception of life.

Cognitive criterion (knowledge and understanding): reflects the degree to which the future specialist acquires general, universal, special knowledge, his intellectual curiosity, openness to the acquisition of new knowledge, etc.

Functional criterion (application of acquired knowledge in specific situations, experience in solving professional issues): knowledge, skills, ability to independently, effectively apply them, develop and improve in professional activities, lying on the basis of universal (educational, reflexive, communicative, etc.) and professional culture in future specialists.

In the process of experimental work, high (creative), medium (constructive level) and low (imitation level) indicators of the formation of professional competencies were used in future specialists.

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