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FUTURE PROFESSIONAL TRAINING OF PREPARED TEACHERS USING INTERACTIVE TEACHING METHODOLOGY

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ABSTRACT

This article describes the methodology for using interactive pedagogical technologies in the training of future vocational education teachers.

KEYWORDS

In the study of specialized sciences, more emphasis is placed on practical education, covering the processes that directly provide deep, thorough knowledge, and create relevant skills.

INTRODUCTION

The quality of training of specialists with professional competence in higher education institutions is largely determined by the effective teaching of general and specialized subjects. In the study of specialized sciences, more emphasis is placed on practical education, covering the processes that directly provide deep, thorough knowledge, and create relevant skills and competencies in specific areas of production, which reflect the characteristics of specific specialization.

When choosing active learning methods, it is important to take into account the educational opportunities of learners, that is, their age, level of training, and the uniqueness of interactions in the team. When preparing for training, choosing the educational method, we must take into account the ability of students to work independently and creatively.

The sequence and duration of teaching subjects related to science affects the choice of an active method. Some of the active methods require as much time to complete assignments or practical activities as

they do to get students active. Time in the training session may be so limited that it does not allow the use of an active method that takes a lot of time to apply.

Special conditions are not required for the use of some active methods, but if we want to use active methods that require special educational and material conditions, then we need to implement didactic support.

We considered the portfolio method as a leading and effective method of the process of independent activity in the development of constructive-technological competence of future teachers, which solves the following pedagogical tasks:

- supports high motivation of students;
- develops design-technological competence in professional development;
- encourages student activity and independence, expands opportunities for independent work;
- students develop reflexive skills and assessment activities, form adequate self-assessment;
- determines the individual achievements of each student in terms of quantity and quality;
- creates conditions and opportunities for the development of competitiveness in the field of dress design.

The portfolio method makes it possible to objectively assess the level of acquisition of skills and competences in clothing design, gives positive motivation to study and interest in design-technological activities, encourages self-education of students, demonstrates the dynamics of their self-development.

The use of a portfolio allows students to develop the skills of methodical work with various forms of

educational and professional information, systematizes professional knowledge and skills for the formation of professional reflection. The creation of a separate portfolio of each student plays an important role in the professional development of future vocational education teachers, especially in the process of design-technological activity in the field of clothing design. In this case, the portfolio method is used as a method of recording, collecting and evaluating individual achievements of future Design (costume) professionals, as well as a method of identifying personal achievements. In the conducted project research, students created a portfolio in the form of electronic presentations, in which all stages of the process of designing and preparing a design product were demonstrated.

The mosaic method is an interactive method, which is implemented through group work. American psychologist Elliott Aronson was the first to introduce this method to education, and it showed positive results in students' learning. By using this method in the discipline of "Sewing boom construction", students develop the skills of finding a constructive solution, that is, identifying and placing details that match the characteristics of the model. This allows to acquire the necessary professional characteristics, such as the ability to make the right decision, to design and model the product based on its function.

It can be recognized that the following interactive educational methods have effective opportunities in the development of design-technological competence of vocational education (Design (suit)) students: "effective practical result", "team creative collections" and "buddying". These educational methods are important in forming student's skills of creative activity and the skills of organizing collective creative work.

Application of "Effective practical result" technology. In practical training, a small group of three participants is formed and each student in the group is assigned the task of drawing a sketch project. Each student's sketch projects are evaluated by a panel of experts, and one of the most suitable sketches from the group is selected for approval. On the basis of the approved sketch project, the clothing construction is built, modeled and sewing technology is carried out by the participants in the group, and it is brought to the state of the finished product. The design product of each group is evaluated by an expert group and the evaluations are explained. This method is organized in the form of a competition. This creates an atmosphere of mutual competition among students. When using these educational methods, the main participants of the teaching process are the cooperation between the teacher, the student and the group of students, i.e. it is organized on the basis of having the opportunity to carry out collaborative design projects, create different collections of clothes as a result of dividing into groups and creating a creative environment, intense debates, exchange of ideas. It allows them to think freely, express their creative views without hesitation, and jointly search for solutions in problematic situations.

In the "Buddying" method, students are divided into the roles of specialists (artist, designer, constructor, technologist) who perform various tasks, creating an atelier environment, that is, students perform role-playing activities. In this way, they prepare for the future work, imagine themselves in the production environment, and as a result, they reflect the real situation. This allows students to quickly see themselves as professionals and develop their interest in the profession, and at the same time, they are ready for difficulties and problematic situations in their work.

All these methods are focused on practical activities and develop student's creativity, construction and technological competence.

The "team creative collections" method is used in the discipline of "Designing sewing items". This method is designed for teamwork, and all students in the group are tasked with creating a collection based on the taught section. Sketches of dresses will be drawn in group cooperation and work will be done on the sketches that are considered to be the most creative (unconventional). The students choose the sketch of the dress in the condition they have agreed upon and bring it to the state of the ready-made dress. At the end of the work, the students of the group organize an exhibition and show a demonstration. The advantages of this method are the creation of creative ideas by students working together, creative activities such as dress making and exchange of ideas. Students become more interested in the field of design and have the opportunity to introduce themselves to the labor market by presenting their finished collection at various fashion contests and weeks.

In the implementation of design education in foreign countries, heuristic methods are widely used to activate the thinking process, to find new ideas and new clothing designs.

One of the new approaches or new perspectives in creating clothes is the inversion method. It is very difficult to find or find a new task. More new solution search methods can be found. If an object is usually viewed from the outside, an inversion method requires an inside inspection. For example, if a garment detail (for example, a pocket) is always placed horizontally, in the inversion method, it is possible to place this detail in a vertical position or place it at an angle.

Flipping, turning upside down, changing places - these ideas describe the essence of the inversion method.

Most of the original ideas arise in analogy, and the successful use of this process to stimulate new ideas often refers to similar situations in other matters, nature, technology, art, when solving problems. It is especially simple to apply similar artistic solutions in other areas, to get new, original ideas. When choosing a color by analogy, ideas are taken from the forms of living nature. Nature has created many ways to create different things and it can give many new ideas. When creating a clothing model, students analyze model-analogues. It is impossible to create a new one without analyzing the "old".

In the field of human relations, the method of empathy is often used. Empathy requires a person to enter a certain image. Using this method with practice can be effective for most people. The methods of analogy and empathy are useful when creating costumes individually or in groups, for example, to display in competitions.

The fantasy method leads to the emergence of new ideas in the creation of a design product and culminates in imaginative thinking that is used in non-specific products or processes. "Fantasy is a mental process of creating new images based on the processing of the past."

Fantasy is very important for people who create clothes. To create a new, non-existent model, a developed, rich imagination is necessary. It is difficult and impossible for a person whose imagination is not developed to create a sketch of any clothes. Creative thought (idea) appears as a result of observation and

evaluation. Before creating a design subject, it is necessary to solve the following questions:

What is the essence of an idea and what does it mean?

Who is it for?

What is the purpose?

How should the item be shaped to perform its function?

What compositional decisions (size, color, texture) should be used to express the idea in form, what is its construction?

What materials and tools should be used?

A stylistic connection to the environment?

Does the product meet changing human needs?

Is the offered product economical, profitable?

What's new on offer?

Using the method of new combinations, two or more important areas of the problem are identified. Then, ideas for each direction are proposed and several ways of implementing them are drawn up. In this case, creative solutions are often found through the method of creating new combinations of things, processes or ideas. A sketch of a scale model of clothing has its importance in the "imagination field". This "field" allows small changes to the shape of the product to change the shape of the entire product. Thus, the sketch can be considered as a model for easily changing the appearance of the details and nodes that make up the item. The scale sketch reduces the time spent in selecting the desired option from many sketches. Sketching helps to ignore the entire "search

area" and focus on small areas where optimal solutions can be expected.

The associative design method is aimed at creating many different solutions of the object, especially the design of clothing. This method takes into account various factors (science, art, industrial development) that allow to create new shapes and color compositions, considers the shape of the material, color, rhythm, the beauty of the flower of the fabric and the proportion of the location of the flowers. In the process of design-technological activity, future vocational education teachers use this method and create new models, taking into account opportunities and personal characteristics.

Exercise and design-analysis methods are researched differently by teacher researchers. We agree with the authors who describe the exercise and design-analysis method as methods of increasing cognitive activity. The training method consists of "methods of performing specific actions, activity-oriented, short repetitions, it is used in the formation of correct work methods, elimination of unnecessary actions, and correction of mistakes", and design-analysis is "the study of various objects to study their characteristics and characteristics."

Along with innovative technologies, the effective use of interactive teaching process and interactive educational methods in the higher education system is important in the training of future vocational education teachers and effective development of their competence.

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