THEORETICAL PROFESSIONAL SUBJECTS, SPECIFIC FEATURES OF THEIR IMPLEMENTATION IN PROFESSIONAL EDUCATION

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Abstract: *The methodological foundations of teaching theoretical professional subjects in the vocational education system, the specific features of organizing lessons, and the role of modern pedagogical technologies in improving the quality of education are analyzed.*

The importance of the integration of theoretical knowledge and practical skills in the formation of professional competencies of students is also highlighted.

Keywords: *Professional education, theoretical education, professional competence, integration, innovative methods, dual education.*

INTRODUCTION

It is no secret that today, sharp competition in the world labor market and a rapid update of technological processes are making new demands from year to year for a professional education system.

In Uzbekistan, reforming the professional education system, adapting it to international standards, and improving the quality of personnel training have become a priority of state policy.

Professional theoretical disciplines form the intellectual foundation of the future specialist. However, in many cases there is a break from practice of theoretical knowledge. Therefore, the application of novel approaches to the passage of theoretical lessons is considered relevant.

The role and functions of theoretical professional disciplines.

In Professional education, theoretical disciplines are not only used to provide information, but also to teach the student "why?"and" how?"should develop the ability to find answers.

The main tasks of theoretical lessons**:**

- Formation of fundamental concepts related to the field;

-Explain the laws of technical and technological processes;

-Develop logical thinking and decision-making skills in problem situations.

Specific features **of** teaching**.**

Teaching in professional education differs from secondary or higher education in the following aspects:

-**Professional** orientation**:** Each theoretical topic must be directly related to the practical work that the student will perform in the future.

-Exhibition: Since it is ineffective to teach technical subjects in the form of dry lectures, visualization plays an important role.

Use **of** modern pedagogical technologies.

To increase the effectiveness of mastering theoretical knowledge, it is recommended to use various interactive methods:

-Flipped classroom: The student independently studies the theoretical material, and in class, he only engages in discussion and analysis.

- Simulation training: experimenting in virtual laboratories using computer programs.

Integration of theory and practice: Dual education.

The most effective aspect of Professional education is the continuity of the theory with practice. In the Dual education system, a student receives theoretical knowledge in an educational institution on certain days of the week, while the rest of the days directly study at the enterprise in the place of work. In this process, there must be constant communication between the teacher of theoretical science and the master of the enterprise.

Interactive methods on the example of automotive science.

Using specific examples when teaching subjects such as "Car Structure" in theoretical lessons increases the effectiveness of the lesson:

- Method "problem search": in a theoretical lesson to students " why was the transition from mechanical elements to automatic elementlr in modern cars?"is dropped. Students come to a theoretical conclusion, analyzing the laws of physics (energy consumption, thermal separation and other) and economic factors.

- Situation: vibration is observed in the car engine, but the engine is running.

-Task: Students should find the cause of the vibration, theoretically analyze the principle of operation of the sensors, and determine the cause of the malfunction. Analysis **and** results.

Studies show that the level of assimilation varies greatly depending on the method of receiving information.

The impact **of** teaching **methods on the level of assimilation** (%)

-Traditional lecture (only **listening**): 10-15%

-With visual **aids (**seeing and hearing**):** 30-40%

- Virtual simulations (interactive): 60-70%

- Practice integrated theory: 85-90%

Integration of "Soft Skills" (soft skills) in theoretical classes

In automotive engineering, it is not enough for an engineer to know only the technical aspects. During theoretical classes, he should know how to formulate the following:

- Teamwork**:** Theoretical analysis of complex systems in groups.

- Problem thinking: formation of a logical sequence in the construction of a fault algorithm.

ANALYSIS AND RESULTS

Pedagogical observations show that when interactive methods are used in theoretical lessons, students' mastery of the subject is 25-30% higher than in traditional lessons. In particular, the use of visual aids makes it easier to understand complex technical drawings and mechanisms.

CONCLUSIONS AND RECOMMENDATIONS

When teaching theoretical professional subjects in vocational education, the following should be taken into account:

1. Regularly updating curricula based on **the** requirements **of** employers**.**

2**.** Expand digital educational resources (electronic textbooks, video lessons).

3**.** Establish **a system for** teachers **to** improve **their** skills in direct production enterprises**.**

In conclusion, theoretical education should serve as a "bridge" for the formation of practical skills. Only then graduates of professional educational institutions will be able to occupy a worthy place in the labor market.

Additional for **the** conclusion:

"In rapidly evolving industries such as automotive, theoretical teaching should not only teach past technologies, but also prepare the student for future technologies. This requires the teacher to be not only a theorist, but also an engineer-teacher in constant search."

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