



## ORGANIZATIONAL, DIDACTIC AND METHODOLOGICAL CONDITIONS OF INTRODUCTION OF DIDACTIC SYSTEM

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### **Annotation**

One of the leading directions in the development of secondary special vocational education institutions in the system of vocational education in modern socio-economic conditions is the multi-stage continuous professional training of highly qualified and competitive young professionals in integrated groups of professions. This is due to the development of science and technology, integration processes in the economy, science, technology and production, which have a qualitative impact on the nature and content of labor and labor functions.

**Keywords:** Technical development, vocational education, high qualification, high qualification, job description and soon.

Currently, vocational training is developing on the basis of the rational organization of the educational process, the design and integrated use of teaching aids.

There is a day-to-day combination of mental and physical activity in production functions. Labor is becoming more informed, creative, with increasing functions of information processing, management, control, forecasting and adjustment of equipment and technological processes, which requires from a modern young specialist the knowledge and skills specific to a highly educated specialist.

A young specialist who meets these requirements must have the widest range of professional knowledge and skills in a related group of professions and have a high level of qualification in a particular specialty at a certain stage of education. This will ensure that young professionals are more in demand in the labor market while undergoing social protection, allowing them to undergo accelerated vocational retraining or advanced training. The teaching aids help to activate the learning process, to focus students' attention on the formation of learning material, to increase the activity and independence of students, taking into account their individual characteristics, to control and self-control in the process of acquiring knowledge and developing practical skills.

Due to the diversity of types of teaching aids and their wide didactic potential, they can be used regularly in theoretical and practical education classes, but it should be borne in mind that the quality of training and the level of students' knowledge, skills and abilities depend on their application.



The methodology should take into account the science content of the teaching material, its specifics, the theme, goals and objectives of teaching, the degree of compatibility of teaching aids with the forms and methods of work of the teacher or production coach. The development of methodologies for the use of teaching aids is carried out in the following sequence [technical means of teaching and control:

- ✚ Scheduling the use of teaching aids in the study of the subject;
- ✚ Development of lesson plans with the use of teaching aids (for example, the definition of goals and objectives of the use of these tools, criteria for achieving goals and objectives, the beginning and end of the stages of the movement of tools in the classroom);
- ✚ Development of an algorithmic description of the order of interaction of the elements of the system "teacher - teaching aids - students", ie the programs that facilitate this interaction.

The integrated use of teaching aids does not mean replacing or even modifying existing teaching aids. Teaching methods and their modification are based on the psychological and pedagogical laws of the learning process. Special methods of teaching as methods and ways of studying a certain subject are developed for the introduction of general methodological situations.

These specific methods should also specify the place, role and methods of application of different types and sets of teaching aids. Such guidelines, recommendations also constitute a methodology for the integrated use of teaching aids in the teaching of the subject. Therefore, the methodology of application of teaching aids is based not on changing their essence, laws and teaching methods, but on the principles and methodologies of teaching while serving them.

The methodology of using teaching aids is a productive part, an element of a specific methodology of teaching. Its purpose is to justify and ensure the implementation of certain elements of the joint learning activities of educators and students through a set of teaching aids.



Fig 1. Methods of using teaching aids



The methodology of application of these tools should first of all answer the following questions: where, when, by what methods is this or that element of educational activity carried out? Only the right combination of teaching aids that can respond to the specifics of the problem under study and the specifics of students' learning activities will allow to achieve the best results.

The integrated use of teaching aids allows them to increase their role as tools for managing the learning process. The introduction of management factors is known to be carried out by the educator when using different methods of teaching - oral, visual, practical methods. In verbal methods, the priority factor of management is words and symbols, while in visual and practical methods - action, appearance and speech are the priority factors. Teaching aids allow the educator to implement all of these management factors more fully.

At the same time, it should be noted that the teaching aids used in the complex allow to strengthen the information functions of words, symbols, as well as actions as a structural element of a large part of the educational material. Teaching aids do not and cannot replace the educator.

Their use has a positive pedagogical effect only when they are related to the material being studied, and only when students are able to identify these connections. In this regard, the role of the teacher in the lesson using a set of teaching aids should be emphasized.

Not only knowledge, skills and abilities are formed in the learning process, but also the influence of the teacher's personality on students and the formation of their worldview, norms of behavior, inevitably impoverishes and destroys the educational process.

The integrated use of teaching aids leads to changes in the lesson structure, the content of teacher and student activities. At the same time, for example, the time for the teacher to present the material is reduced and the time allocated to students to work independently is increased.

The pedagogical effectiveness of the integrated use of teaching aids also depends on the pace of their use. When teaching aids are used regularly and comprehensively, students develop the ability to work with them, and a stable focus is formed. On the contrary, when teaching aids are used infrequently, all the time, the very act of using them in the classroom becomes unusual. Students are easily distracted.

This does not allow for teaching success. Different views of the teaching aids in the complex can be used in different combinations. A teacher who is able to fully meet the requirements of educational standards and curriculum, the current state of production, its level of integration, taking into account the latest achievements of science and technology, etc., that is, its content and structure allows students to understand and master the information it is necessary to design, create and apply a set of teaching aids that will help in the management of learning activities and the formation of professional skills and competencies.





Didactic design of teaching aids, scientifically based determination of their role and place in the educational process, selection and rational combination of their complexes have a direct impact on the methodology of their effective, integrated application, improving the efficiency and quality, level and effectiveness of vocational training for integrated groups of professions.

The integrated use of teaching aids expands the functional didactic capabilities of some types of teaching aids and, consequently, their rational application in the learning process, which provides a more complete and in-depth disclosure of theoretical material, effective formation of general and private professional knowledge, skills and abilities of students. allows for a comprehensive impact.

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