

Short Communication**CONTENT OF PRACTICAL EDUCATION**Kasimov Shavkat Urolovich ¹¹ Professor, Dean of the Faculty of Natural and Exact Sciences of the Termez State Pedagogical Institute.**ANNOTATION:**

This article describes the content of practice-oriented education. Practice-based education plays an increasingly important role in the modern world, bringing many benefits to both students and society as a whole. Its importance is connected with the increasing demand for specialists who have acquired not only theoretical knowledge, but also practical skills and can quickly adapt to the changing conditions of the labor market.

Keywords: *Competence, Competence, Methods, Control, Assessment, Tool, Education, Practice, Knowledge, Skill, Employer.*

In a practice-oriented approach, one of the main tasks of training specialists - creating conditions for the development of professional skills of a person who can compete in the labor market - allows solving the problem.

The main principles of the practice-oriented approach include: practice-oriented goal; choosing the student's individual education; educational productivity; the student's superiority in education; situational education; the principle of reflection of education.

Implementation of practice-oriented education, first of all, is aimed at the formation of appropriate competence and personal qualities that will allow you to effectively perform your official duties in the future.

Repetition of various operations in the process of practice-oriented training within the framework of competence formation allows students to gain certain experience, which increases understanding and awareness and ensures the effectiveness of the learning process. With this approach, further implementation of actions and operations mastered by students can be more effectively integrated in the performance of their official duties directly in their work.

Practice-oriented education is effective in part due to the high motivation of the individual for learning and cognitive activity, which allows students to form the competencies necessary for the implementation of professional activities. In addition, the originality of the practice-oriented

educational system and the ability to use innovative educational technologies, as well as contribute to the convergence and integration of the education that occurs in the work process with professional activities for modeling and designing situations in the formation of competences.

In turn, practice-oriented approaches in higher education include:

1) active methods are a form of communication between a student and a teacher, they interact with each other during lessons, and here students are not passive listeners, but active participants in the cognitive process. At the same time, the student and the teacher are equal. Forms of using the active method include master classes, discussions, trainings, brainstorming sessions, and a roundtable discussion on a specific problem of professional activity [3].

2) interactive methods are a form of interaction between students and the teacher, in which the activity and communication of students with each other, the dominant position of the student in the learning process becomes crucial. Forms of using interactive methods include working with situations (cases) in teams, didactic games and discussions.

In general, the practice-oriented education model can be expressed in the form of successive stages of formation of the necessary competencies through educational activities and involving the student in practice-oriented activities.

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Competence is usually understood as a dynamic set of knowledge, skills, abilities and values necessary for the effective implementation of social and professional activities, as well as for the harmonious development of the personality of graduates, and it is a process of assessment activities that graduates must master and demonstrate after completing the educational program [4].

At the moment there are types of competence:

- universal powers;
- general professional powers;
- professional competencies (computer)

organized independently by the educational organization.

This system, in our opinion, encourages the development of a model for managing educational activities and forming students' competencies based on the requirements of employers.

One of the mechanisms by which it is possible to combine the opinions of employers about the requirements for qualifications, skills and labor

functions for certain types of professions is presented in the framework of qualification requirements, which are part of the National Qualification System. It includes a generalized description of skill levels according to established indicators, as well as a classification of types of work ordered according to skill levels of job classification [2].

The system of independent assessment of qualifications refers to types of work that have a common basis (similar or similar goals, objects, technologies, including labor tools) and include a set of similar labor functions and the relevant competencies for their performance [4].

In short, the practice-based approach provides a wide opportunity to formulate a general strategy for the development of the labor market and the education system, including the planning of educational trajectories that will lead to the acquisition of specific qualifications, the improvement of the level of qualifications and the increase of the competitive tolerance of personnel.

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