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Technology Of Professional-Personal Training Development Of Academic Lyceum Students Of The Ministry Of Interior Affairs

Ismailov Alisher Ulugbekovich
Head of the Andijan Academic Lyceum of the Ministry of Internal Affairs of the Republic of Uzbekistan

Abstract. This article presents opinions on the technology of development of professional and personal training of academic lyceum students of the Ministry of Internal Affairs.
Keywords. Pedagogical technology, interactive method, professional training, personal training, competence, knowledge, skills

In addition, the educational effectiveness of the two systemic models shown is mutually reinforcing: it is raised to another level with the help of additional positive effects due to the use of person-oriented educational technologies, technologies, in turn, have special qualities as important elements of this system. Taking into account such mutual determination of the models, the stages of modeling the education system of the academic lyceum of person-oriented educational technologies were developed.

The systematic model of person-oriented educational technologies for academic lyceum students was developed on the basis of innovative educational technologies (collaborative teaching, group discussion, educational projects, training, debate, business games, role-playing games).

L. I. Novikova and her scientific team tried to determine the role and importance of modeling in the construction, operation and development of the educational system. According to them, the main task of modeling is that it is considered a means and a direction of the management of the educational system. It is necessary to apply modeling especially at the stage of construction or modification of the system.

Looking at modeling as one of the stages of pedagogical design, Professor V.S. Bezrukova studied in detail the organizational aspects of the model creation process. He proposed algorithms and forms of pedagogical design and modeling. The algorithm is composed of actions of the design subject in the following order:

1) analysis of the design object;
2) choosing the design form;
3) theoretical support of design;
4) methodological support of design;
5) time-space provision of planning;
6) material and technical support of design;
7) legal provision of design;
8) selection of the system forming factor;
9) determination of communication and dependencies of components;
10) write the document perfectly;
11) imaginary experiment of project application;
12) expert assessment of the project;
13) correction of the project;
14) to decide on the use of the project [5].

We used this algorithm (perhaps incompletely) to model an academic lyceum educational system using person-oriented educational technologies.

The conditions of effective application of the educational system developed in the researches of N.L. Selivanova are defined, which is also true for the model of educational technologies focused on the individual: its implementation by parts should always be compared

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with the overall overview of the system, and the development of these individual parts should be supported to a certain extent [3].

The manifestation of the subject's point of view in this process by pedagogues, students, and parents is the second condition for effective implementation of the model.

The third prerequisite is to take into account and perfectly use the opportunities of the external environment.

The fourth condition is to provide the created model with personnel, scientific-methodical, material-technical and financial provision in educational practice.

A systematic approach forms the core of the activity to create a systematic model of person-oriented educational technologies. The essence of the systematic approach is that it is considered a methodological orientation in the activity in which the object of knowledge or change is considered as a system [4].

Modeling is a complex integrated system, which can be imagined as an interrelated sum of components such as object, subject, modeling process and its result.

The object of modeling is the education system and educational technologies focused on the individual. In the modeling of the education system, the role of the subject is performed by pedagogues, students, parents' group, academic lyceum team as a whole.

Thus, the systematic approach and the principle of systematicity can and should become an integral part of the methodology of research and practical activity to create a systematic model of person-oriented educational technologies in an academic lyceum.

Creation of a systematic model of person-oriented educational technologies is only an intermediate result achieved using the modeling method.

The subject of modeling receives the main results during the use of the created models in scientific or management activities. They can consist of continuous assimilation of scientific knowledge, improvement of the effectiveness of the educational process, improvement of relations in the academic lyceum team, increase of satisfaction of pedagogues, students, parents with life activities in the academic lyceum.

Systematic modeling of person-oriented learning technologies in academic lyceum is two interrelated processes that take place simultaneously and in parallel. Undoubtedly, the process of modeling and even implementation of person-oriented educational technologies, for example, educational work can be organized separately in system conditions, even in the absence of a systematically organized educational system. However, the effectiveness of such a model and the effectiveness of its implementation will be much lower.

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