



## Methodology For Forming Skills Of Forecasting The Results Of Professional Activity In Students

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**Abstract:** This article examines the process and methods of developing students' skills in predicting the outcomes of professional activities. Prediction skills are considered an essential tool for achieving success in professional activities. The article analyzes the stages of developing students' prediction skills, methodological approaches, and assessment criteria. As a result, ways to achieve high efficiency in pedagogical activities are identified.

**Keywords:** Professional activity, prediction, skills, methodology, educational process, reasoning, assessment criteria.

## Talabalarda Kasbiy Faoliyat Natijalarini Bashoratlash Ko'Nikmalarini Shakllantirish Metodikasi

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**Annotatsiya:** Mazkur maqolada talabalar kasbiy faoliyat natijalarini bashoratlash ko'nikmalarini shakllantirish jarayoni va usullariga oid masalalar ko'rib chiqiladi. Bashoratlash ko'nikmalari kasbiy faoliyat muvaffaqiyatiga erishishda muhim vosita hisoblanadi. Ushbu maqolada talabalarning bashoratlash ko'nikmalarini shakllantirish bosqichlari, metodik yondashuvlar va baholash mezonlari tahlil qilinadi. Buning natijasida pedagogik faoliyatda yuqori samaradorlikka erishish yo'llari ochib beriladi.



**Kalit so'zlar:** Kasbiy faoliyat, bashoratlash, ko'nikmalar, metodika, ta'lim jarayoni, fikr yuritish, baholash mezonlari.

Forecasting the results of professional activity is an important component of the educational process today. Forecasting is important not only for teachers, but also for improving the professional readiness of students. Through this process, students develop the skills to foresee and plan the future results of their activities. At the same time, forecasting skills allow students to identify problems in various pedagogical situations and find appropriate solutions to them.



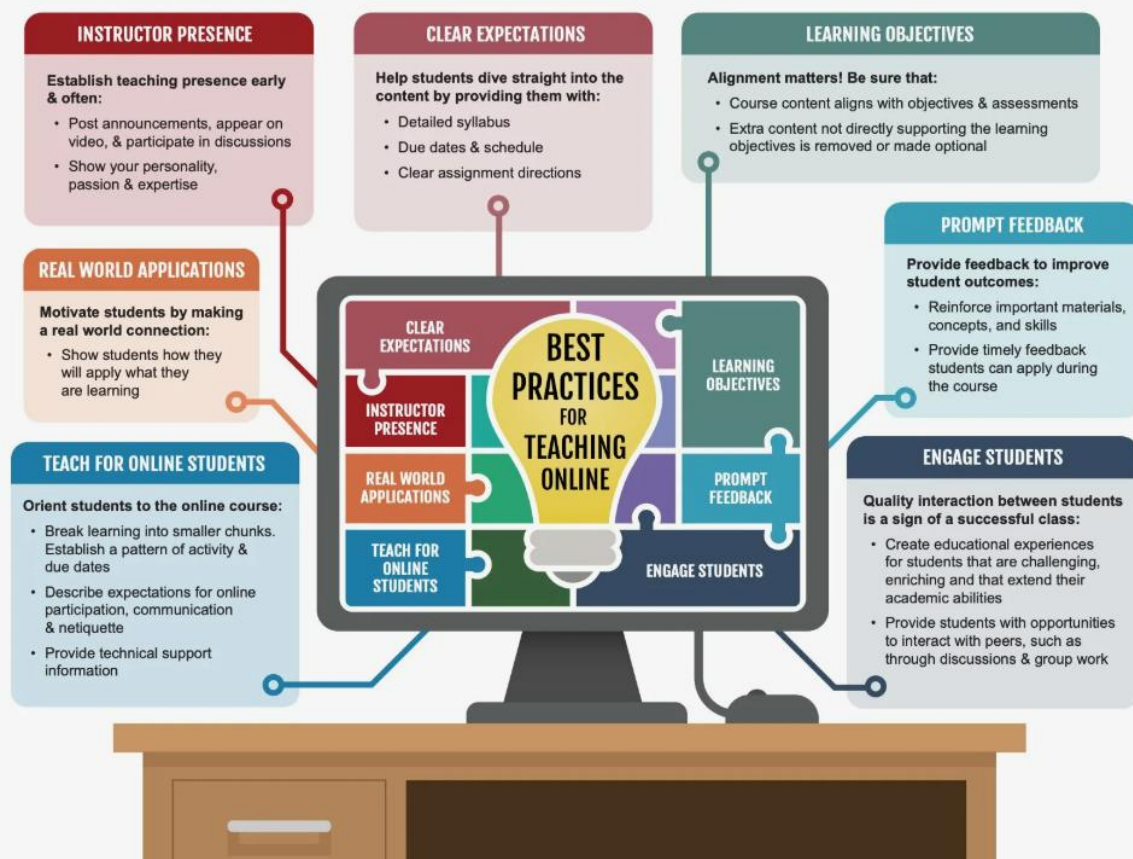
The development of forecasting skills requires a number of specific stages in the educational process. Among these stages, issues such as determining the current level of knowledge of students and developing their organizational and intellectual skills play an important role. Innovative technologies and modern pedagogical methods play a significant role in this.

This article focuses on the methodology for developing the skills of predicting the results of professional activity, in which assessment criteria and diagnostic methods are widely covered. The purpose of the study is to identify methods for



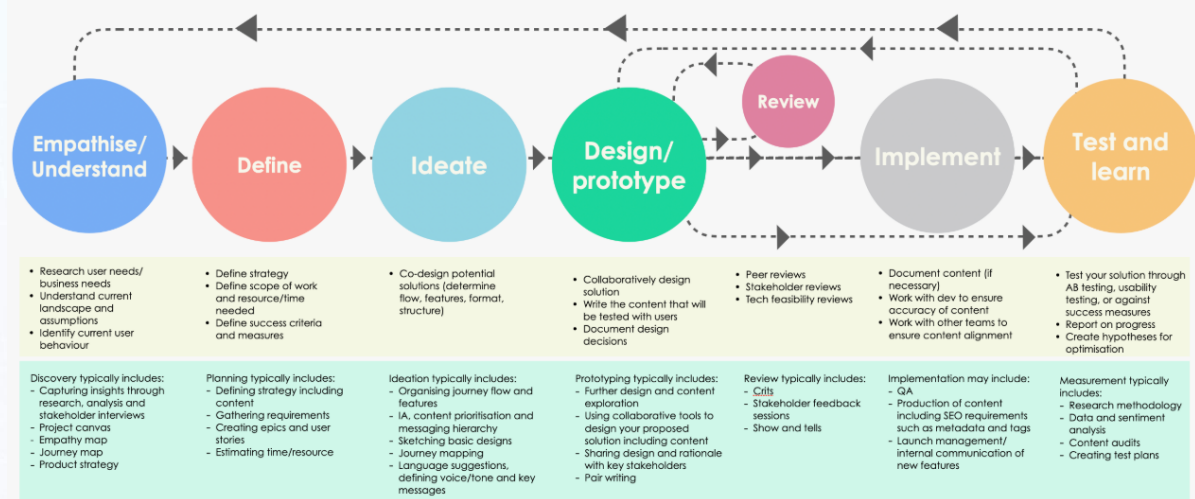


effectively forming and developing students' forecasting skills in the pedagogical process. To achieve this goal, the article presents learning methodologies, diagnostic tools, and assessment criteria.



Also, the article analyzes the problems that arise in the process of forming students' predictive skills. Through these analyzes, effective methods for developing predictive skills are developed. This will serve to increase the effectiveness of pedagogical activity.

Predicting the results of professional activity is an important process in the pedagogical process that serves to develop students' abilities to think independently, analyze and foresee future situations. Predictive skills are an important element of professional competencies not only for teachers, but also for students. This process is complex and includes various stages.



The formation of predictive skills in students depends on several factors. First of all, it is closely related to the volume and quality of knowledge. Students must have sufficient knowledge to predict, be able to anticipate situations that may arise in professional activity. Pedagogical forecasting is an integral part of pedagogical activity, in which future situations are planned and forecasted based on existing knowledge.





The second important factor is the quality of students' thinking processes. The thinking process is the basis of predictive skills, in which the abilities to analyze, synthesize, differentiate and generalize are developed. The ability of students to foresee future results in pedagogical activities has a positive impact on their professional development. Forecasting is a strategic element of the educational process, in which students have the opportunity to assess in advance the long-term results of their activities.

Three stages play a key role in the process of developing students' forecasting skills. At the first stage, it is important to provide students with the necessary knowledge and familiarize them with various aspects of the pedagogical process. At this stage, their analytical and logical thinking skills are formed. At the second stage, based on the knowledge gained, students form their own forecasts, develop the skills of drawing preliminary conclusions in various pedagogical situations. At this stage, special pedagogical methods are used to test students' independent analysis and forecasting skills. The third stage is aimed at developing students' management skills by predicting the results of their professional activities.





The effectiveness of forecasting skills in pedagogical activity is determined by their assessment criteria. Research shows that there are three main criteria for determining the level of development of forecasting skills: the quality and volume of knowledge, the structural elements of forecasting activity, and the quality of thinking processes. Based on these criteria, it is determined whether students have forecasting skills or need additional training and development in this regard.

It is also very important to use innovative pedagogical technologies to increase the effectiveness of forecasting. In particular, modern information technologies and modeling methods help students to perform the forecasting process more efficiently and accurately. Such approaches not only increase the theoretical knowledge of students, but also prepare them for practical work.



Another important aspect is that forecasting skills should be constantly developed not only in the teaching process, but also in real professional activities. Educators should not only provide students with theoretical knowledge in this regard, but also develop them through various educational tasks, role-playing games and modeling. Also, research on forecasting shows that in the process of developing these skills, the main role is played by identifying problems in advance and finding appropriate solutions to them.





Based on the above, it can be noted that the formation of students' skills in predicting the results of professional activity is important not only in their educational process, but also in their future pedagogical activities. Proper implementation of this process will not only increase the effectiveness of the pedagogical process, but also strengthen the professional competencies of future teachers.

The formation of students' skills in predicting the results of professional activity is an important component of the modern pedagogical process. Forecasting skills create the basis for students' success not only in the educational process, but also in their future professional activities. Through these skills, students acquire the ability to foresee the future results of their activities, analyze possible problems and find appropriate solutions to them.

As noted in the article, the formation of forecasting skills should be carried out in stages. At the initial stage, students form an idea of the forecasting process by increasing their knowledge. At the next stage, the knowledge gained is consolidated through practical exercises, research work and analytical activities. The final stage involves the development of the ability to implement management using the results of forecasting. This approach allows for effective decision-making and advance analysis in professional activities.

Clear criteria have been established for assessing and developing forecasting skills. These are the quality and volume of knowledge, the structural aspects of forecasting activities, and the quality of thinking processes. Based on these criteria, it is possible to determine how well students have developed their forecasting skills. The results of the study show that the effectiveness of developing forecasting skills depends on the correct choice of pedagogical methodologies. Therefore, the use of innovative pedagogical technologies in the educational process is of great importance.

Also, the formation of forecasting skills is directly related to various aspects of pedagogical activity. Teachers play an important role in this process. The more developed their pedagogical forecasting skills are, the more problems that may arise in the educational process are solved in advance and the effectiveness of the educational process increases. Therefore, the formation of forecasting skills is also an important task for teachers.





### Basic Forecasting Approaches



In general, the formation of students' skills to predict the results of professional activities is one of the important factors in ensuring their future successful work. The development of these skills serves not only to increase the personal growth and professional competencies of students, but also to improve the quality of the entire education system. Therefore, special attention should be paid to forecasting techniques in the pedagogical process.

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