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STAGES OF INDUSTRIAL TRAINING: INITIAL, PREPARATORY, AND VOCATIONAL MASTERY PERIODS

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Abstract. This article examines the main stages of industrial training—initial preparation, the preparatory phase, the professional mastery period, and the final qualification stage. The study analyzes their interrelation, pedagogical significance, and role in the development of students' professional competencies. Methodological recommendations for enhancing practical skills, work culture, responsibility, and independence are presented.

Keywords: industrial training, vocational education, initial preparation, professional mastery, practical skills, qualification, production practice.

Introduction. Industrial training is one of the essential components of vocational education, aimed at developing the practical skills and competencies required for a chosen profession. As part of the production-based educational model, it ensures the integration of theoretical knowledge with hands-on experience, allowing learners to acquire relevant qualifications progressively.

Modern labor market demands require flexible specialists capable of adapting to technological change, demonstrating creativity, independence, and responsibility. Therefore, organizing industrial training in a systematic, stage-based manner is a key factor in improving the quality of vocational education.

Industrial training traditionally consists of four interconnected stages:

1. Initial stage,
2. Preparatory stage,
3. Vocational mastery stage,
4. Final qualification stage.

Each stage serves a specific pedagogical function and contributes to the comprehensive formation of a skilled worker or specialist.

Literature Review. International and local studies emphasize that vocational education must incorporate production-oriented learning to effectively prepare learners for real work environments. Researchers such as **Karimov & To'rayev (2021)** and **To'rayev (2019)** highlight the importance of aligning educational processes with production requirements through practical training, laboratory work, and supervised practice.

Pedagogical theorists, including **K.D. Ushinskiy** and **Hasanboyeva (2019)**, stress that upbringing and instruction in vocational education must support the development of labor culture, discipline, and responsibility. Furthermore, **Yo'ldoshev & Mavlonova (2021)** argue that the systematic organization of industrial training fosters learners' cognitive, practical, and social competencies.

The legal framework, including Uzbekistan's laws **"On Vocational Education" (2020)** and **"On Education" (2020)**, emphasizes the integration of theory and practice as a mandatory requirement for training competitive specialists.

Overall, previous research consistently demonstrates that industrial training enhances learners' readiness for professional activity and ensures alignment with current labor market needs.

Research Methodology. This study employed the following methods:

3.1. Descriptive Analysis

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Used to examine the structure, content, and pedagogical functions of industrial training stages.

3.2. Comparative Method

Applied to compare the objectives and outcomes of each stage of training, revealing their interconnectedness.

3.3. Pedagogical Observation

Involved monitoring students' learning activities during laboratory sessions, practical classes, and production practice.

3.4. Document Analysis

Review of normative documents, educational standards, curricula, and scientific literature related to vocational education and industrial training.

3.5. System Approach

The stages of training were analyzed as a unified, continuous pedagogical process aimed at developing professional competency.

Analysis and Results.

Initial Stage of Industrial Training

The initial stage introduces students to the basics of labor culture, industrial discipline, occupational safety, hygiene, and the general structure of production processes. At this stage, students:

become acquainted with tools, equipment, and basic work techniques;
develop positive attitudes toward the profession;
acquire fundamental skills such as accuracy, responsibility, and independence.

This stage serves as the foundation for subsequent phases.

Preparatory Stage

The preparatory stage is crucial for forming initial practical skills. Students engage in laboratory work, special training sessions, and supervised practice. They learn:

basic technological operations,
productivity enhancement methods,
quality control principles,
proper workplace organization,
equipment selection and safety compliance.

Teachers play an active role in monitoring performance, identifying errors, and guiding students toward professional independence. By the end of this stage, students are ready to perform simple tasks autonomously.

Vocational Mastery Stage

This is the core phase of industrial training. Students begin performing professional tasks independently and systematically. During this stage, learners:

reinforce their skills through real production tasks,
develop creativity, initiative, and problem-solving abilities,
apply safety rules and quality requirements consistently,
enhance productivity and responsibility.

Task complexity gradually increases, allowing students to build confidence and attain professional competence. Successful completion of this stage prepares learners to function as competent specialists.

Final Qualification Stage. The final stage evaluates students' readiness for professional activity through:

final production practice,
qualification tasks,

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professional examinations.

This stage determines whether learners have mastered their chosen profession to the required standard. The primary objective is to prepare them as competitive specialists capable of independent work.

Conclusion. Industrial training is a vital component of vocational education that ensures the formation of skilled, responsible, and competent specialists. Its effectiveness depends on the systematic and scientifically grounded organization of each training stage.

The initial stage builds fundamental professional attitudes; the preparatory stage develops initial practical skills; the vocational mastery stage forms full professional competence; and the final stage confirms readiness for independent work.

Strengthening the integration between education and production, implementing innovative pedagogical methods, and developing flexible training models aligned with modern technological demands are essential for improving vocational training quality and preparing competitive professionals for the labor market.

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