

## POSSIBILITIES OF APPLICATION OF GNOSEOLOGY IN THE PEDAGOGY OF VOCATIONAL EDUCATION

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**Abstract:** *The epistemological approach in the pedagogy of vocational education of future specialists is directly related to the activity of personal creative activity. From this point of view, epistemology, that is, the theory of knowledge, is of great importance in the pedagogy of professional education. One of the main tasks of modern education in professional educational institutions is to create favorable conditions for increasing the awareness of students in the professional sphere. The theory of knowledge is a process requiring long preparation, extensive erudition, and various abilities, which forms the basis of human activity and is the source of all material and spiritual wealth. Analysis of the epistemological approach on a scientific basis allows us to understand its mechanisms and effectively formulate them.*

**Key words:** *success, epistemological, cognitive, approach, attention, professional, perception, education, being, knowledge.*

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A person's successful gnosiological approach depends, first of all, on the correct selection of necessary information. In this process, the needs of students play a key role: if reinforced with theoretical knowledge and skills, their intuitive thinking will be able to generate new ideas and hypotheses. If the theory of knowledge is insufficient, the productivity of intuitive thinking and creative activity decreases. Therefore, in the process of professional education, with the help of an epistemological approach, it is

possible to determine the student's knowledge and maximize the development of extreme competencies by satisfying them.

The study and analysis of works on the problems of the theory of knowledge allowed us to conclude about the deep interest of modern scientists in the problem of the activation of the creative activity of the individual. It requires high work capacity and active thinking from a person.

In order to form the professional competence of future specialists, the works of V.S. Kuzin, V.S. Rubenstein, and other scientists served as a methodological basis for studying the problem of activating the gnosiological approach of students in the process of educational and cognitive activity [1].

According to psychologists, activity as a result of the epistemological approach mobilizes attention, observation, emotions, perception, memory, thinking, imagination, will, and other processes. Let's consider this definition from the point of view of psychology.

Attention is the main property of consciousness, the internal stress of cognitive processes. Objects of attention can be objects and phenomena, actions and attitudes of people, thoughts and feelings. The process of attention is the concentration and focus of a person's activity on something significant to them. The point of view of the psychologist V.S. Kuzin on the characteristics of attention in the learning process is close to ours. He defines attention as the concentration of human consciousness on specific objects and phenomena, its orientation, or the ability to accurately reflect them when distracting attention from everything else by them[2].

Attention is an indispensable condition for the success of cognizing the surrounding reality; it ensures the completeness and depth of visual perception, the activity of thinking, and the concentration of willpower on the study of a particular object.

An important condition for maintaining the stability of attention, according to psychologists, is the alternation of tension and relaxation, which means that tension can be removed. The stability of attention depends on the content, difficulty of the work being performed, and the awareness of its importance for satisfying the need.

Scientists distinguish between voluntary and involuntary attention. Involuntary or unintentional attention is the focus of consciousness on an object or phenomenon according to certain properties (the presence of stimuli). One of the qualities of stimuli is the strength of the stimulus that attracts attention. It is believed that involuntary attention depends on a person's knowledge, worldview, stable interests and mood, and the richness of their previous experience. The cause of involuntary attention is the strength, magnitude, and randomness of the influence.

V.S. Kuzmin explains voluntary attention as the organizational orientation of consciousness towards an object or phenomenon, which accumulates consciousness,

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willpower, and the student's willpower. Voluntary attention, like involuntary attention, arises and is determined by the nature of the subject's needs and interests.

Voluntary attention, according to scientists, has a clearly expressed, conscious character and manifests itself in the deliberate performance of any activity. The cause that creates and supports voluntary attention is the awareness of the significance of the object of attention in this activity [2].

In the process of cognizing reality in students of vocational education, involuntary attention is also influenced by an openly expressed passionate attitude towards an object or phenomenon. Behind attention is always the individual, their needs, motives, goals, and guidelines. A change in the subject-object relationship leads to a change in attention.

By its psychological origin, the concept of "attention" is close to the concept of "interest." One of the conditions that allows maintaining voluntary attention in the learning process is the introduction of practical action.

Thus, we are confident that the learning focus on students is determined by the comprehensibility, significance, and attitude towards the presented material, as well as the characteristics of the subject's needs and interests. To maintain students' attention for a long time, it is important to include practical actions in the cognitive process, the content and difficulty of the work being performed, the magnitude and randomness (speed) of the influence, the intensity of stimuli, and their differences.

In the process of creative activity, a person has to overcome many obstacles before achieving their goal. Overcoming them requires mental and physical exertion, conscious regulation of one's actions, and willpower. In the practical and creative activity of vocational education teachers, in the formation of professional qualities of teachers, much depends on willpower, the ability to overcome difficulties, and the desire to master specific professional knowledge [2].

Psychologists consider the processes of sensation and perception as the primary source of all human knowledge about reality. Sensation is a vivid image of objects. Visual perception is especially important for the learning process of artistic creation. By seeing objects, through sensation, a person understands their color, shape, proportions, construction, and other properties. Having studied the processes of sensation and perception, we relied on the research of psychologists in this field, V.S. Kuzin and S.L. Rubenstein [1,2]

According to S.L. Rubenstein, perception is not only an image of sensation, but also a theory of cognition directed at the corresponding quality of an object or phenomenon. The scientist, studying the stages of sensation, notes: "Sensation changes significantly depending on the person's attitude towards the problem being solved"[1].

S.L. Rubenstein shows that the process of perception depends on the practical tasks that a person sets in the process of their professional activity: "Life practice forces

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a person to move from unintentional perception to purposeful observation activity. At this stage, perception becomes a kind of theoretical activity. Perception is a specific cognitive activity, the understanding of reality. Comparing, contrasting, and examining an image that arises in personal consciousness with an object constitutes a serious link in perception as a cognitive activity"[1].

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