

INTEGRATIVE APPROACH TO INCREASING THE QUALITY OF THE EDUCATIONAL PROCESS IN PROFESSIONAL EDUCATIONAL INSTITUTIONS

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ABSTRACT:

This article describes the requirements for improving the quality of the educational process in vocational education institutions, the interrelated factors that affect the quality of the educational process and their integration, which allows to form the basis for the effective organization of the educational process.

Keywords: professional education, object, integration, educational process, criteria, quality, intellectual knowledge, labor market.

INTRODUCTION:

Today, international best practices require expanding the methodological capabilities of the vocational education process and increasing the effectiveness of this pedagogical process. Vocational education is an area that plays a crucial role in the development of society and the individual, the education of which is responsible for educating the younger generation, the creators of the future, requires constant renewal, development in line with progressive and innovative ideas.

The system of vocational education in Uzbekistan is being adapted to the needs of society, which is entering a new stage of development. The Action Strategy for the further development of the Republic of Uzbekistan includes "further improvement of the system of continuing education, increasing the capacity of quality educational services,

continuing the policy of training highly qualified personnel in accordance with modern needs of the labor market" and "stimulating research and innovation activities; creation of effective mechanisms "are identified as priorities.

Requirements for the quality of the professional education process are as follows:

- Quality development of educational standards through the relevant government agencies, taking into account the contribution of education in the labor market or society;
- Organization of quality education that meets the expectations of applicants, students and their parents;
- High demand for high-quality graduates with intellectual knowledge in the labor market by employers.

At present, the practice of quality management of the educational process in a vocational education institution uses only the standards set by the state.

In our opinion, taking into account the requirements of students and employers in the development of educational and regulatory documents on professions prepared in educational institutions will prevent the emergence of a conflict situation. The solution to this conflict is to ensure integration in the learning process.

Today, the requirements for the graduate and the content of the education to be mastered consist of knowledge and skills. Students are assessed on their results from exams and tests. Foreign experience shows that not only a graduate's scores on exams or tests,

but also how qualified he or she is in social and professional activities, plays an important role.

The employer is not interested in the educational process and the quality of the education system and the criteria for their evaluation. For him, the professional competence of the specialist, the effective performance of production functions, the practical solution of some of the tasks and problems are important.

In the scientific work of such scientists as R.H.Djuraev, A.Abdukuddusov, A.I.Avazbaev, O.K.Tolipov, B.Kurbanov, M.Mukhliboev, special attention is paid to the organization of teaching on the basis of integrative knowledge. Also, the great classical pedagogues A.Ya. Kamensky, S. Ushinsky, A. Sukhomlinsky, A.I. Markushevich spoke about the integrative approach to the educational process, including some aspects of interdisciplinary communication; psychologists EN Kabanova, Meller, Yu.A.Samarin on the psychological basis of integration; Methodist scientists VG Razumovsky, LV Tarasov, VV Multanovsky, A. Pinsky integrative course and integrative textbooks, I.D. Zverev, VN Maksimova in their scientific articles on the basics of science integration and pedagogical integration , about the content, structure, concept of integration and its types.

Based on the research, we found it appropriate to describe the sequence of components that affect the quality of the educational process, which allows to form the basis for the conduct of the educational process in improving the quality of the educational process in vocational education institutions.



Figure 1. The sequence of components that affect the quality of the learning process

This sequence of components performs the following tasks.

1. Development of educational and normative documents in cooperation with employers. Study of the need in the training of specialties in relevant professions. Formation of students in cooperation with the employer and the educational institution, as well as the development of requirements for the educational process. What can attract learners: mainly collaboration with employers in educational institutions, advertising, image formation, maintenance and development, as many applicants have a clear attitude to the brand of the educational institution? Only the quality of services provided in the learning process plays an important role in retaining the learner. Labor market analysis and working with students allows the formation of criteria that will form the basis for managing the quality of the learning process.

2. Designing an integrated learning process. Development of modern innovative curricula that allow students to adapt to the changing needs, the selection of students in the

formation of groups, the development of criteria for the selection of teachers to work in specific groups. In this case, the only goal is to create a learning project that meets the needs of the students.

3. Formation of material and technical base. Provision of educational process with modern technical means, development of didactic support through digital educational technologies, creation of necessary fund of educational literature, single database, creation of favorable conditions for independent educational activity, food and dormitory.

4. Learning process (3 days theoretical 3 days practical training). Preparation of programs in all subjects, development of teaching materials, scheduling of convenient lessons for students and teachers, formation of groups taking into account the basic preparation for different basic levels of student preparation, ensuring variability of curriculum structure, selection of specific teachers for study groups. reflect the tasks related to the formation of a competitive specialist in the target component (career-oriented), 3 days in the educational institution, 3 days in organizations, take into account the competency-based approach in choosing the content of the educational process, training to ensure the formation of skills; choice of methods, tools and forms, the relationship between teachers and students not only as subjects of the educational process, but also as subjects of the labor potential market on the basis of business relations setting bats, treating the teacher with authority and respect for the student.

5. Quality assessment of education (control). Development of specific methods of external and internal evaluation of the quality of the educational process, participation in the external evaluation of the quality of the educational process, the organization of external evaluation of the results of the use of

educational potential by employers, measures to assess the quality of education and education in general conduct, develop specific measures to improve the quality of all activities, regularly monitor the quality of education and the dynamics of labor potential.

6. Ensuring employment of graduates. Creating a database of vacancies, liaising with employers, identifying factors that promote and hinder employment in specialties, analyzing the actual achievements of graduates, collecting information on employment of graduates and analyzing their specific growth.

Given the above, we reflect the impact of the labor market on the educational process and other factors in the implementation of the quality of the educational process. In our research work, we have taken into account a series of interrelated factors that affect the quality of the educational process. At the same time, it is necessary to take into account the requirements for the quality of specialists trained by vocational education institutions. At the same time, a mechanism will be created to adapt graduates to the needs of the labor market.

The adaptation mechanism is of great importance for the employment of graduates and their preparation for the next social adaptation in the labor market.

In the study, the adaptation mechanism was divided into four areas. These are: the sphere of production and professional activity, the sphere of educational activity, the sphere of social activity, the sphere of shaping the competitiveness of graduates.

Sphere of production and professional activity: provides the formation of internal skills to take into account the supply and demand in the labor market, to form the readiness of the student to plan future professional activities, additional skills,

conscious choice of profession and competition for work.

Field of educational activity: the organization, content, forms and methods of teaching students of vocational education institutions are aimed at ensuring their inclusion in the work process of organizations, in the relationship between employer and employee.

Sphere of social activity: organizational and pedagogical forms of interaction between the educational institution and social partners (employers, universities, schools, etc.) meet the requirements of continuous technological education, advanced and modern production and services.

Area of formation of graduate competitiveness: is understood by graduates to master active working technologies in accordance with the requirements of the labor market.

In conclusion, integrated education should, firstly, develop students' motivation in the implementation of their professional careers, the formation of the ability to present their achievements, and secondly, the formation of basic competencies and social skills, career planning skills, psychological stability, helps educate and engage graduates in job search.

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