

INTERDISCIPLINARY INTEGRATION IS AN IMPORTANT PART OF DEVELOPING THE PROFESSIONAL TRAINING OF STUDENTS

Juraev Muzaffarjon Mansurjonovich

Senior Lecturer, Department of Informatics, Kokan State Pedagogical Institute,
Doctor of Philosophical Pedagogical Sciences (PhD)

Phone: +998 97 557 10 13.

Email address: juraevmuzaffar.kspi@mail.ru

Aroyev Dilshod Davronovich

Head of the "Mathematics" Department of the Kokan State Pedagogical Institute,
Doctor of Philosophy in Technical Sciences (Ph.D.),

Phone: +998 97 501 79 79.

Email address: dilshod_aroyevi@mail.ru

ABSTRACT

In this article, the issues of preparing students for professional activity through interdisciplinary education in the professional education system are covered. Methodological, technological, pedagogical, psychological and philosophical aspects of ensuring coherence, principles of interdisciplinary integration in the educational process, substantive and organizational aspects of creating integrative science programs for the professional education system are also described.

Keywords: globalization, labor market, competitive, intellectual, resource, quality of education, coherence, continuity, modernization, integration, communicative, innovation.

INTRODUCTION

On a global scale, the processes of training qualified personnel in the field of vocational education are developed on the basis of modern pedagogical technologies, modern educational projects, and it is important to fundamentally improve the quality of training competitive specialists based on the adaptation of national professional qualification requirements of countries to international standards. On the basis of modernization of the content of vocational education in prestigious educational institutions, conducting scientific research on the fundamental reform and development of the principles, content, forms and methods of the educational process of the educational process in line with the requirements of new educational technologies. is going In the training of future specialists, it is relevant because it is aimed at developing the aesthetic outlook, which is considered an important component of the education of a well-rounded person, and researching it from a pedagogical point of view, and bringing it to a new level of quality. In the action strategy for the five priority directions of the further development of the Republic of Uzbekistan in 2017-2021, "Further improvement of the continuing education system, increasing the possibilities of quality education services, continuing the policy of training highly qualified personnel in line with the modern needs of the labor market" was set as a priority task. This will pave the way for our country to find further progress in the future and become a "roadmap" for reform in the next five years. In the implementation of these tasks, it is an

important issue to fundamentally reform the principles, content, forms and methods of the educational process in vocational education institutions at the level of the requirements of new educational technologies.¹

LITERATURE ANALYSIS:

D. O. Himmataliev, Z. Sh. Tokhtaeva, A. A. Khasanov, F. R. Valieva and other scientists studied the issues of improving the quality of training and professional training of future specialists in professional education. Problems of informatization of education, problems of using information and communication technologies in the educational process, improvement of the methodical system of teaching informatics and information technologies were revealed in the scientific research works of A. Abduqadirov, D. N. Mamatov, J. U. Khakimov.

Countries of the Commonwealth of Independent States M.V. Yedrenkina, I.I. Kuznesov, O.B. In the works of Zayseva and others, the problem of forming students' skills in using information and communication technologies during professional education was considered.

In the works of foreign scientists M. Rosenberg, D. Kegan, G. Kulanthaivel, J. Stiehl, J. DeRuiter, J. Gilbert and others, the teaching of informatics and information technologies in schools, colleges and higher education institutions, interdisciplinarity and coherence different approaches to problems are reflected.

However, in this research, the problem of developing the professional training of students in teaching "Informatics and computer technologies" on the basis of interdisciplinary integration in the process of professional education has not been sufficiently studied. This shows the urgency of the problem of ensuring interdisciplinary coherence in the process of professional education, developing its theoretical and practical foundations, the content of interdisciplinary teaching of "Informatics and Information Technologies" and the problem of improving the program at the level of modern requirements.

RESEARCH METHODOLOGY

Observation and analysis methods were used in the research. The empirical source of the research was based on the results of observation and analysis, as well as the conclusions of expertise conducted by competent state bodies.

Regardless of the field of study, a student of a professional educational institution needs to know information processing tools, their methods of use, and have the skills to work with them in order to perform their tasks at the level of modern requirements. Nowadays, it is important to introduce modern information technologies to the educational process, to solve the problems of computerization of education.

The Law of the Republic of Uzbekistan "On Education", "National Program of Personnel Training", Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 "General secondary and secondary special, vocational 187 "On approval of state educational standards of education" and in order to ensure consistency and continuity in the teaching of subjects in the education system, "Informatics and information technologies" in the professional education system " subject, it is required

¹ Incheon Declaration/Education 2030: Towards inclusive and equitable quality education and lifelong learning for all (World Education Forum, 19-22 may 2015, Incheon, Republic of Korea).

to organize trainings in integral connection with the subjects of "Informatics and information technologies" in general secondary schools and "Informatics and information technologies" in higher education institutions.

The main goal of teaching informatics and information technologies to students studying in the professional education system is to develop the skills of working with modern information technology tools, independent, logical and algorithmic thinking skills of the growing generation, and to develop an inextricable bond with their specialty. is to teach to apply the knowledge gained in science in life.

The development of globalization processes in the world sets the issue of training highly qualified, competitive personnel in line with the requirements of the labor market as a priority task. Today, in our country, the rapid development of economic sectors and the social sphere, the wide use of scientific-innovative potential with the full mobilization of scientific-intellectual and financial resources, and the modernization of scientific infrastructure to a new level in terms of quality are of great importance. On the basis of modern educational trends, special attention is paid to the training of qualified personnel by reforming the professional education system and increasing its efficiency.

Today, in the professional education system, one of the main problems is to create a science-based system of full formation of professional knowledge, skills and qualifications of students at the level of qualification requirements of branches and specialties through the complete provision of coherence and continuity between disciplines.

In order to organize the educational process at a high level in the continuous education system, increase the effectiveness of education, and ensure consistency and continuity among the types of professional education, the qualification requirements and model training of professors, scientists, specialties it is important to effectively use the potential of experienced specialists of curriculum authors, employing enterprises, create a new generation of integrated educational literature, and implement modern pedagogical technologies in practice.

Integrating subjects allows you to avoid repetition of topics, save time, that is, learn a large amount of material with less time, and also represents the task of organization.

If we analyze the concept of "integration" in depth, we should pay attention to its pedagogical, psychological and philosophical aspects.

In dialectics, the concept of "integration" is considered as the central philosophical and methodological basis for the study of existence as a whole, manifested as the general laws of the development of nature, society and consciousness.

In psychology, integration is considered within the framework of complex laws of psychological development, the study of age-related changes, the gradual assimilation of knowledge, and changes in leading types of activity.

Integration represents the placement of educational content in a certain sequence, organically and systematically, relying on existing knowledge in mastering a new subject, using the educational material to a certain extent in subsequent stages, the continuity and integrity of the stages of the educational process.

There are principles of coherence, sequence, systematicity, connectivity and innovation of interdisciplinary integration in the educational process:

- the principle of coherence is a reflection of common connections between all developing objects, events, processes;

- the principle of sequence - represents the links, stages, order of the pedagogical process and their strict exchange;
- the principle of systematicity is the connection between knowledge, skills, qualifications and skills, the integrity of pedagogical processes;
- the principle of relativity considers internal and external relations between logical divisions, laws, theories and evidence
- the principle of innovation in pedagogical processes expresses the modernity, scientificity, compatibility of all educational goals with foreign experiences.

Interdisciplinary relations in professional education are a clear expression of integrated processes. These connections play an important role in the practical and scientific-theoretical preparation of students. Generalizations of topics allow a graduate of the professional education system to apply knowledge and skills in specific situations, in the consideration of specific questions in educational and extracurricular activities, as well as in future production and scientific life of society. The improvement of the science courses used in practice based on the demands and proposals of the employers and the existing educational and technical possibilities of the educational institutions and the conditions of the labor market in the region will lead to an increase in the quality of vocational education.

With the help of comprehensive interdisciplinary relations, not only the tasks of education, but also the development and education of the knowledge potential of pupils and students are gaining great importance, which is the foundation for a complex vision, approach and solution to complex problems in real life.

Interdisciplinary integration in professional education is carried out in several directions and at different levels:

- ☐ internal topic - combining concepts, knowledge, skills, etc., rounding them up within the framework of separate academic subjects;
- ☐ interdisciplinary - synthesizing evidence, concepts, principles, etc., analyzing the contents of two or more disciplines;
- ☐ interdisciplinary - synthesis of basic and additional educational content components.

Ensuring inter-discipline cohesion is related to didactic perception. The Dactlab teacher introduces the student to the purpose and tasks of the studied topic, its connection with other topics and the camaraderie of communicative didactic voices. Improving the content of the curriculum and science textbooks makes it possible to organize the educational process in a comprehensive way, to use the amount of courses allocated to subjects efficiently and correctly, to control and monitor the execution of general workloads.

When creating integrative science programs for the professional education system, it is appropriate to focus on the following.

- 1) setting learning goals;
- 2) module content analysis;
- 3) definition of general tasks;
- 4) analysis and comparison of inter-subject relationships;
- 5) determining the type and size of training;
- 6) rounding up and completing topics;
- 7) integrative organization of independent educational tasks;

- 8) selection and application of integrative teaching methods;
- 9) preparation of integrative teaching tools;
- 10) development of integrative assessment criteria.

In order to improve the educational process by creating educational materials based on interdisciplinary integration, to be able to use the content of related disciplines in the teaching of general and specialized subjects and to increase the effectiveness of education, theoretical and practical training, using similar interdisciplinary methods and tools. It is carried out by developing a holistic system of ensuring the integration between training, production practice and ensuring that learners master the topics based on order, interrelationship and consistency with special interest.

ANALYSIS AND RESULTS

By the decision of the President of the Republic of Uzbekistan dated November 6, 2020 "On additional measures to further improve the education system" No. PQ-4884 a comprehensive program of measures aimed at improvement has been approved. In accordance with paragraph 4 of this appendix, in order to ensure the continuity of preschool, general secondary, professional and higher education curricula and subjects, the State Inspectorate for Quality Control of Education, Ministry of Preschool Education, Public Education assigned to the Ministry of Transport and the Ministry of Higher and Secondary Special Education. In this regard, the Education Inspectorate, in cooperation with the Ministries of Pre-school Education, Public Education, Higher and Secondary Special Education, involved 334 experienced experts from all levels of education in 22 subjects to analyze the current curricula. works were carried out. The group of experts identified problems such as the repetition of interdisciplinary topics, too many hours allocated to some topics, the fact that the content of the subject is almost based on theoretical information, and the lack of international research. In particular, the existing educational programs in the field of "Informatics and information technologies" were analyzed on the basis of comparative tables. According to the primary analysis, it was determined that there are 125 repeated topics, 37 topics that do not provide continuity, 106 topics that need to be updated, 6 topics to be included in international studies, 6 to be transferred to another type of education, and the programs are up to be growled. A total of 85 deficiencies and proposals were identified in the expert conclusions (56 schools, 19 AL and professional education, 10 HEIs), and they were presented to the relevant ministries and discussed by the authors. 34 of them were included in the content of the program, 51 were substantiated. Also, in the process of improving educational and scientific programs, international experiences, including the experience of Finland, were studied. Also, with the support of UNICEF, the programs of Singapore, Korea, Japan, Hong Kong, the experience of Cambridge with the President's schools, and the curricula were studied in the analysis of the curricula of preschool and general secondary education.

Based on the conclusions of the expertise, the working groups of the ministries under the guidance of the State Inspectorate for Quality Control of Education improved the Concept and educational programs, and a comprehensive "Continuing Education Programs" project was developed in this subject.

CONCLUSIONS

In conclusion, the use of the principle of inter-disciplinary and inter-thematic coherence increases students' interest in this subject and increases the quality of learning, as well as expands the opportunities for independent work. In it, integrated educational programs and educational materials are created, taking into account the content and form of education given in the curriculum and science programs used in practice. This leads to a deeper acquisition of professional knowledge and skills by the learner at the next stage of education.

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