

## **ABOUT THE INTEGRATION OF EDUCATIONAL SUBJECTS IN THE SYSTEM OF HIGHER PROFESSIONAL EDUCATION**

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### **Annotation.**

The paper deals with the integration of academic subjects in the system of higher professional education.

**Keywords.** Integration, high school, distance learning, academic subjects, vocational education

### **Introduction**

The topical problems of higher professional education are improving the quality of training specialists, improving the content and forms of organizing pedagogical practice, the main directions of the development of innovative and research activities, the quality of educational and educational literature for universities, the development of distance learning, improving the material and technical base of institutions the entire education system and a number of others [1-5].

The priority in the field of education is determined by global trends, in particular, by the goal of forming a single educational space, set by the European Community and reflected in the Lisbon Convention, documents of the Bologna process.

Priority in the development of regulatory requirements in the field of higher education, European states give the competence of a graduate of a higher education institution, which is understood as the integrated characteristics of the quality of training specialists.

### **Methodology**

The strategic idea of the development of an information civilization in modern conditions is promoted by the integration of education in general and the integration of lifelong education, in particular, in all the diversity of its manifestation. This is integration into the global educational space, the integration of a person's educational needs at various levels of education (from preschool to postgraduate), the integration of knowledge about the subject being studied and methods of its study.

For higher school teachers who train future engineers, this means “ascent” from everyday problems to the search for the fundamental principles of knowledge [1,2].

### **Main part**

At the same time, this is the desire to find your own answers to questions about what is the essence and meaning of the learning process, who has the moral right to be a mentor to youth

and students, what qualities do you need to possess for this? Does a university teacher have the right to be only a “repeater” of ready-made scientific knowledge or is he obliged to take part in the process of “obtaining” it as a scientist, to actively interact with colleagues in the field of integrating interdisciplinary and interdisciplinary knowledge taught to students?

In the "Encyclopedia of Professional Education", the integration of modern science is understood as "dialectically interconnected with differentiation, the process of interpenetration on a common socially epistemological and logical-methodological basis of structural elements (scientific activity, information and methodology) of various branches of knowledge, accompanied by an increase in their generalization and complexity, organization".

Based on the methodological position that the volume and content of education are determined by interrelated socio-economic, production-technical, psychological, physiological and medical factors, a single compulsory level of the content of higher professional education (standard) is modeled as a necessary basic professional qualification potential, without which mastering is impossible. a pedagogical specialty at the modern and promising levels of social development.

Professional pedagogical education should take into account and ensure the integrative processes of science and practice from the very initial stages of training and at the individual level of implementation [3,5].

In the selection of meaningful education, three types of integrative processes are generally accepted:

- 1) internally disciplinary;
- 2) interdisciplinary;
- 3) inter-scientific.

The options within the disciplinary integration of pedagogical disciplines can be different: theory - the history of pedagogy, pedagogy - methodology, pedagogy (or methodology) - the basics of skill, etc. We see the optimal variant of such convergence in the following paradigm: history of the issue - its theory - methodology and technology of implementation theory - teaching practice. In our opinion, such a logic of studying pedagogical disciplines allows avoiding duplication, seeing the effectiveness of theory, making it possible to actually implement the principle of connection between theory and practice, to actualize professional knowledge in activities, without waiting for the accumulation of experience for decades.

## **Analyses**

Acquaintance with the world pedagogical heritage contributes to the solution of the following tasks:

- the formation of ideas about the prerequisites, conditions, factors, driving forces and trends in the development of the world historical process, about its unity and diversity, as well as

about the sources and methods of studying and understanding the pedagogical phenomena of the past;

- enrichment of existing ideas about the essence, possibilities and boundaries of education, about various ways and means of its implementation, about the degree and conditions of its effectiveness, about different interpretations of the nature of knowledge, about ways of posing and solving problems of education and training of new generations in different historical epochs in different peoples;

- creating conditions for the active inclusion of future teachers in the process of the conscious formation of value orientations in the educational and professional field, the development of a system of pedagogical values among students, the ability to consciously navigate in diverse approaches to setting goals and organizing education, to identify them with specific pedagogical

traditions, correlate with various ideas about the nature of man, society, knowledge, with moral imperatives and aesthetic ideals.

The methodology for the implementation of pedagogical theories logically continues the cycle of studying pedagogical phenomena and answers the question "how to implement theoretical ideas in practice?"

Pedagogical technique (a form of organizing teacher's behavior) and pedagogical technology "permeate" all practical classes and prepare the future teacher for interaction with students, their parents, colleagues in various situations.

The teaching technology of future teachers should be based on the principles of determinism and development, focus on consistent, gradual inclusion of students in professional activities, facilitate the process of transferring a student from an object of influence to a subjective position, replacing external control with self-government.

## **Results**

Concluding to consider the option of interdisciplinary integration of pedagogical disciplines, proposed at the beginning of this article, especially about pedagogical practice. Pedagogical practice is one of the most important links in the professional training of a future teacher, the formation of such individual creative abilities that would allow him to successfully carry out educational work with students in modern educational institutions of various types in the future. It acts as a connecting link between the theoretical and practical training of students, the most important condition for improving the quality of their education and a prerequisite for the successful formation of professional and pedagogical skills.

In modern conditions of vocational education, a unified program for guiding students during teaching practice is needed. She is of the opinion that the central section of this program should be teaching students how to manage learning in the classroom. In this regard, the program proposes to provide [3]:

- analysis of the multifunctionality of the process;
- training in communication;
- technical equipment of the process;
- logical and semantic analysis of the learning process;
- studying the levels of organization of the educational process;
- identification of factors that favor and block the development of the educational process;
- study of the learning process as an information process;
- problems of forecasting (designing and planning) a lesson;
- methods of pedagogical interpretation of the results obtained in the light of the problem of effectiveness;
- acquaintance of students with diagnostic techniques;
- solving problems of management adaptation to personalized learning conditions;
- study of the problems of educational engineering, focused on specific goals and conditions;
- various strategies and tactics of training and many other questions.

In general, the system of organizing pedagogical practice allows you to introduce future teachers into the scientific and methodological laboratory of the teacher and helps them to master the experience of professional and pedagogical activities, to solve a complex of pedagogical problems: analytical-reflexive, constructive-prognostic, and organizational-activity, evaluative-informational, corrective-regulating.

To what has been said, the following should be added: in order to form modern professional thinking in future teachers, they should be taught not so much a methodology as a methodology for solving pedagogical problems.

## **Conclusions**

Methodological knowledge is a reliable tool for the theoretical and practical-transformative activities of a teacher, which allows one to independently navigate the most complex and dynamically developing processes of modernization of education. Even the most advanced methodological and technical training does not relieve the teacher from the need to master the methodology of an integral process, its laws, driving forces, i.e. all that gives the key to making professionally grounded, non-standard and innovative decisions.

Thus, within the disciplinary logic of studying pedagogical disciplines can be provided (if possible) when studying each list of scientific disciplines (in our case, "history - theory - methodology and technology - practice"), it contributes to the implementation of the goal - to qualitatively improve the level of pedagogical training future teacher, combining theoretical and methodological teaching with a variety of types of practice - from pedagogical in an educational institution to the practice of social and creative activities.

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