ENSURING CONTINUITY IN THE TRAINING OF FUTURE PROFESSIONALS IN THE EDUCATION SYSTEM

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ABSTRACT

This article presents a model of continuity of training of future specialists in the system of professional and higher education, which is widely covered professional qualities, degree of continuity, components of continuity, continuity functions and their functions.

Keywords: Continuity, succession, professional qualities, degrees of succession, components of succession, functions of succession.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In today's increasingly globalized world, rapid adaptation of nations to international competition is a key factor for its successful and sustainable development. At the same time, the main advantage of the most developed countries is the state of the education system and the development of individual development opportunities. After all, the factors that contribute to the future sustainable growth of the state depend on how effectively the education sector is organized and in line with the modern requirements. Therefore, from the first years of independence, the priority of establishing and developing a new system of continuous education, aimed at securing a worldwide place in education in the process of radical reforming of society and economy, has been identified as precedence.

In Sh.Mirziyoev's speech at the solemn ceremony dedicated to the 24th anniversary of the Constitution of the Republic of Uzbekistan, the head of our state stressed that improving the work of all levels of education and training in accordance with modern requirements is of paramount importance. In particular, "When it comes to the upbringing of the young generation, I would like all of us, especially our sons and daughters, to come up with these great ideas of our ancestor Abdurauf Fitrat. As the great grandfather said: "The moving of people towards a specific purpose, becoming wealthy, being happy, being honored, being helpless or being humiliated, bearing the burden of misery, being enslaved to others and to captivity depend on their upbringing from **their parents**"[1] This indicates the seriousness and relevance in this situation. This also calls for the improvement of the educational paradigm, the development of solutions to its structural, functional and conceptual problems, as an essential characteristic of the modern educational environment and the theoretical precondition for the successful realization of one's capabilities.

Consistent efforts are being made to reform the education system in the country through the creation of effective mechanisms for implementing the tasks set in the Strategy of Action on the five priority areas of development of the Republic of Uzbekistan in 2017-2021, training of highly qualified personnel in accordance with the requirements of the labor market, the implementation of international standards for assessing the quality of education, the implementation of innovative scientific achievements[2].

Ensuring types, stages, inter-program continuity and continuity are crucial in addressing these issues. However, scientific research on this problem still reveals many issues. For example:

Researchers highlight several approaches to unlock the essence of continuing professional education. According to D. Shodiev, continuity in education is used in two ways. First, the continuity between the types of education; In this case, the next type of education should continue not only the content of the former, but also the next form of education, in

[1] The speech by President of the Republic of Uzbekistan Shavkat Mirziyoyev at the solemn ceremony dedicated to the 24th anniversary of the Constitution of the Republic of Uzbekistan December 7, 2016
[2] The decree of the President of the Republic of Uzbekistan PF-5812 "On additional measures to further improve the system of professional education" September 6, 2019

part, by repeating itself in a consistent manner. The second is the continuity between disciplines. This is usually considered to be a link between sciences or subjects[3].

According to R. Nimatov, K.H.Abdullaev, continuity provides research and management of the multifaceted education, upbringing process and enables the achievement of the goals of science. The problem of continuous interdependence is to identify the interconnectedness and possibilities of a particular subject[4].

According to U. Tolipov and R. Choriev, consistency and continuity are one of the important principles of didactics and require a logical link between the components that make up the content of education: programs, methodological recommendations and additional visual materials, the interdependence of the acquisition of new knowledge on the basis of basic knowledge, the formation of knowledge, skills at specific stages of education[5].

In his research R. Turgunbaev says that "Continuity is a philosophical concept that reflects the essential variety of relationships between different quality states of evolving reality, the essence of which is the preservation, processing, and modification of the boundary state of the rejected system. However, not all interrelationships between disciplines are consistent, but there is always a problem of consistency between the disciplines taught." But the comparative analysis of the differences between the disciplines of the solution of these problems reveals their related elements. In this sense, continuity is a result of a continuous pedagogical process.

According to Russian scientist O.V Kuptsov, the basis of continuous education is the acquisition of additional knowledge by a person. Different types of additional education do not lose their **independence**[6].

B.S Gershunsky argues that the essence of continuity is not dependent on any factor (age, occupation, specialty, place of residence) for the development of personality, it describes the process of creating the necessary conditions, taking into account psychological characteristics, motivations, interests, valuable and meaningful **guidance**[7].Gershunsky emphasizes the main task of continuing education - harmonious development of the individual.

The theoretical approaches to the essence of continuing education are reflected in the models of this phenomenon, which can be introduced into vocational education in the following ways:

- Ensuring continuity in the quality of vocational education for adults, determined by the continuous development of pedagogical development;
- Continuing education as a whole life-long process ("lifelong learning") in the context of pedagogically organized form structures;
- Lifelong education, based on a person's continuous understanding of self and the environment; the purpose of education in such a situation is the development of the individual and the development of self (his biological, social, spiritual and other potential) as a prerequisite for the preservation and development of culture in society.

Continuing education has a number of distinctive features from traditional teaching:

✓Continuous professional education focuses on the development of an individual throughout his or her lifetime, the ability to adapt to work and social life in a rapidly changing world, while traditional education is viewed as a program element of the education system.

✓Continuous education defines the nature of progressive development of the whole society, professional growth, personal skills and qualities, and other areas of social practice. Continuing education also involves the continuity and diversity of general and vocational education;

✓Continuous education is impossible without the methods of acquiring knowledge, skills and abilities independently.

[3] Shodiev R.D. Didactic foundations of the realization of the problem of understanding in educational and cognitive activity dis. ... doctor ped.science. - T., 2005

[4] Nimatov K.R, Abdullaev K.K Academic lyceum - the main link of secondary specialized vocational education // Vocational education.-Tashkent 2000. №3-B 2-5

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✓Continuous education is built on a personalized approach in which each student learns the subjects individually.

Thus, we can confirm the continuing education system as a set of basic theoretical approaches, principles, methods, models, technologies. Continuous education system, on the one hand, ensures the integration of education and training, retraining and professional development systems, and on the other hand, the interdependence of professional and personal development. According to L.M Mitina, "the principle of self-development is the transformation of a person's life into a supreme form of life - the transformation of his or her life into a form of creative transformation."[8]

The purpose of modernization of vocational education is, first of all, to create a stable and dynamically developing socio-economic mechanism that will ensure the development of the education system in accordance with the needs of society. However, an indicator of such compliance is the balance between the labor market and the education services market. The mechanism of the labor market reflects the interconnection and interests of employers and the working population.

With the increasing demand for professional specialists, the demand for educational services in the labor market will also increase.

The orientation of the vocational education market to the labor market should be facilitated by a systematic interaction between the education system and employers in the form of requirements for graduates.
An example is the following link.

The characteristics of food technology in the process of continuous education in the training of future specialists are indicated: dual feature (For example, the learner appears as a subject of educational activity. It selects a course of action in a proportional manner and acquires initial professional experience that is optimal with its individual characteristics. On the other hand, it is the object of teaching effects by the teachers who make up the technology of preparation.)

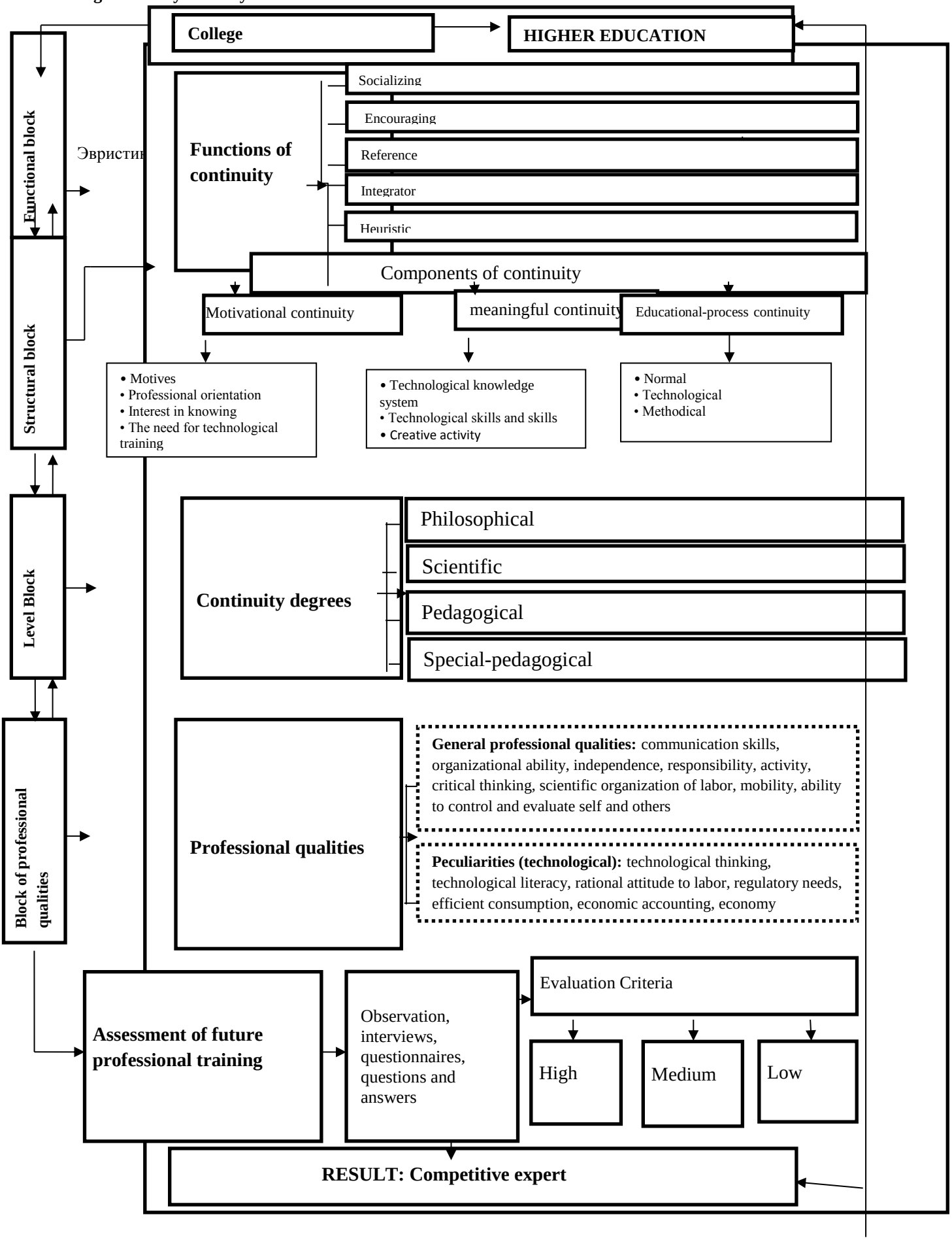
The set of principles that will emerge from the process of implementing pedagogical education in the system of "Professional Vocational Education - Higher Education"; Integrity, multi-level, multi-level, social partnership, mobility, accessibility, integration, educational standards and programs, educational technologies are characterized by the following didactic principles;

-practical technological and economic activities of technological education;
-the principle of involvement in the economic life of the society;
-level of knowledge and creative activity of students;
-the demonstration of teaching and the development of theoretical thinking;
-robustness of learning outcomes and the principle of development of students' knowledge;
-the nature of teaching and the individual traits of learners and so on;

The issues of ensuring the continuity between the colleges and the universities, in order to ensure that the technology of education is aimed at ensuring the connection of both disciplines and programs vertically and horizontally, in the process of preparing qualified specialists in the field of education. For this reason the following educational model is given. It covers aspects of the main components - blocks that meet the needs of learners for the development of technological thinking, which are integrated with a professionally-important block, formation of knowledge, skills, abilities and competences of technological activities, building the capacity of specialists in economic and technological fields at present.

[8] Mitina, L. M. Psychology of the development of a competitive personality // L. M. Mitina. - M : MPSI; Voronezh: Publishing house of NPO MODEK, 2002. -400 s

Providing continuity in the system of "PROFESSIONAL EDUCATION - HIGHER EDUCATION"



The model of ensuring continuity in the system of "Professional Education - Higher Education" consists of the following blocks of education.

Functional block: It includes socializing, stimulating, directing, integrating, heuristic functions.
The socializing function consists of the emergence of a future food technologist as a full-fledged technological activity subject to incorporating technological norms and values in conjunction with the creation of their own activities and professional self-development. Incentive function is reflected in the motivation of the person to work or study, to meet the different needs of the individual.

The referral function raises the issue of continuity in the "Professional Education - Higher Education" link. Integrative function reflects the continuity of technological learning, creating motivational, meaningful and integral components of the learning process.

Heuristic (cognitive) function is associated with the development of new technological knowledge, responsibility for making decisions in unusual situations, and making sense of them and making responsible decisions for them.

Structural Block: It is necessary to differentiate between three types of continuity in the system of continuous education: motivational, meaningful and learning-process.

Motivational continuity is the development of the need to have a professional approach to learning, technology knowledge, a professional orientation. Content consistency includes acquisition of four elements of education (system of technological knowledge, practical skills and skills of technological activities, components of creative activity).

Continuity of the learning process is reflected in the forms, methods of organizing the educational activities of students at each level of training and includes normative, technological and methodological components.

Technological component of educational process continuity reflects the optimal choice of individual-oriented forms, methods, tools, approaches and technologies of education, introduction of innovative educational technologies and also development of technological culture of students.

The methodological component of continuity provides adaptation to changing production and social relations of educational content and forms, their focus on practical efficiency, integration of scientific achievements and training of specialists, development and implementation of effective methods of training of specialists. Therefore, consistency at all levels of continuous technological learning is important.

Demonstrating all the structural components of continuity requires teachers to view and understand pedagogical practice's deep connection with science, to study the results of best practices, and to assess their willingness to use them in personal and professional practice. In this regard, it is possible to analyze cases where the conventional conditions for implementing consistency do not conform to the recommendations of modern pedagogy. All this is a way for teachers to distinguish between the scientific and theoretical functions of pedagogical science and the specifics of the pedagogical practice provides a clear implementation of the transition from their study to the development of theoretically sound projects of professional activity.

Level Block: The essence of continuity is understood as the link between different stages or levels of development, which involves the formation of certain aspects of change, or the preservation of one or another of the elements. The degree of continuity in education reflects the integration between academic disciplines (mathematics, I.T, sociology, psychology, pedagogy, history, law, sociology, etc.) and a systematic approach that integrates technological knowledge with knowledge in other disciplines.

Block of professional qualities: This block is divided into two groups - general professional and special (technological).

The next block of continuity model of continuous education in the system **"Professional education - higher education"** is a block for assessing the future training of professionals. It is related to the determination of the effectiveness of professional training and the technological competence of students. It is one of the main components of educational institutions with technological knowledge, skills and abilities. It is reflected with the formation of traits acquired by the trainees, interviews, questionnaires, questions and answers, and similar professional qualities.

Thus, in the designed model named "**Professional Education - Higher Education**" the continuity of continuous learning enables the whole system to be integrated into a whole system. This will help to increase knowledge about the development of the individual and the continuity of learning to transform and manage it in continuous education.

From the foregoing points, continuity and integration in education enable the individual to receive education at any stage of life, depending on his or her needs. When it is necessary, a continuous education system creates the best conditions for the individual's education. The system of continuous education enables the person to vary his or her level of education by providing a variety of educational services based on the consistency and consistency of education programs in the labor market.

For continuity between vocational colleges and higher education institutions in the context of modernization of today's education, it is advisable to pay special attention to the following areas:

- ensuring consistency of didactic methods in achieving continuity in practical teaching methods;
- creation of opportunities for training in the system of continuous education based on integration;
- obtaining a bachelor's degree based on an optimized curriculum at postgraduate education levels;
- gaining to choose the most appropriate way to acquire professional education;

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