SCIENCE IN THE TEACHING OF EXACT AND NATURAL TECHNICAL SCIENCES IS A FEATURE OF UNITY

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ABSTRACT

This article is about the issues of coherence and science in the teaching of Exact and natural technical sciences.

Keywords: Teaching, methodology, interoperability, sciencelararo relationadorlik, Exact Sciences, Natural Sciences.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

As the cause and consequence of the creation of everything in nature, the development of each science is also the cause, that is, the development of one science can be the motivation of the second Science.

For example: the science of management as a science is inextricably linked with psychology, jurisprudence, Mathematics, History, Sociology, spirituality and other sciences. At the same time, Al–Khwarizmi, Abu–Rayhon Beruni and Mirzo Ulugbek, one of our zabardast scholars, have also mastered the science of progress by linking several disciplines together.

At present, institutions of higher and secondary special, vocational education have achieved more effective classes as a result of linking the teachers with the exact, natural and Humanities of technical sciences in teaching students and students, which also leads the student to better mastering of the subjects and the scope of knowledge.

Also, science provides wide opportunities to open up new aspects of teaching, to increase the level of knowledge of the reader, to better deeply absorb the knowledge given.

The pedagogical importance of ensuring adherence to science in the course of the lesson is that it helps to ensure its effectiveness by integrating all elements of the educational process: content, form, methods and tools in a holistic manner.

Therefore, it is desirable if the teachers of Science, who teach special subjects in professional colleges, associate them with several natural and technical sciences, without being satisfied with teaching in one direction.

For example, in the retraining of non–specialist personnel in the Institute of professional development and retraining of secondary special education system personnel are carried out effectively by linking each module to each other.

Each of the senior teachers will be able to scientifically approach him in the teaching of his modules, conduct them in a sequence, as a result of the use of multmedia lessons, the teachers of the Vocational College will achieve the necessary pedagogical knowledge for themselves.

In the Explanatory Dictionary of the Uzbek language, the concepts" communication "and" related " are explained as follows:

Contact 1.Interaction between people or things, Events, Events, internal, intertwine. Related attitude, related, related, related, related, related.

In the study of important relationships and relationships in the educational process, the scientific cognition category must arise from the logical methodological concept of relations.

Knowledge of the legalities of the objectektiv universe is carried out on account of the research of causal relations between phenomena and the separation of the most important of them. The act of cognition moves towards establishing as important connections as possible to the general relativity of objects.

In light of the relevance of the structure of the educational system, the researchers distinguish the following main manifestations of it:

a) rational legal communication–the interaction of all phenomena, processes, living beings and subjects;

b) cause-effect communication-dividing universal communication into as small parts as possible, universal communication separates two phenomena that are interconnected by mutual law;

C) functional communication–a form of stable intertwined connection between events or dimensions, in which the change of one phenomenon in a certain sense also causes the change of others.

According to the order (sequence) printsip, the following associations differ:

a) hierarchical relations (what is low, what is high, what is as important as possible or secondary);

b) Management contacts (what is active – - as much as possible systematizing contacts, views of their functionality or relevance;

c) when viewed from the point of view of historicism, the problem of harmony arises along with the emergence of the talabi of the transfer of social experience to the younger generation.

d) when viewed from the point of view of Science, the basis of unity is the integrity of the universe and the interrelationships, interrelationships of its constituent parts (elements).

e) genetic interdependence is interpreted as mutually complementary, interdependent and deepening learning subjects and brings into a logically completed form by synthesizing educational content at least at the level of educational standards, serving as the basis for interdependence, interdependence, interdependence. From this it follows that the core of the harmony is the concept of "communication".

The task of pedagogical research is to distinguish from all contacts those that have a stable, important, necessary legislative character. In the process of interoperability, communication between the components being considered takes place, the phrase interoperabilityadorlik is used. When we say integral communication, one-way communication is understood, which is directed from one component of the learning process to another.

For example, the connection between the laboratory and the content of practical work of a theoretical material on some specific subject of study or individual stages of training.

Thesalsal form of communication, when the interaction between the components under study is directed in two directions, is called the uzval interaction.

An example of this is the interaction between educators and educators. In some cases, in interaction, attention is transferred to objects of mutual harmony. So, in order to master a new one, the process of integration between the predicates itself is carried out. There is interaction between the content of educational subjects or phenomena, but coherence is not carried out unless special pedagogical activity is carried out.

Consistency is the link between the components of the learning process carried out. On the basis of the organization of the educational process in the professional education pedagogy, the following legislative stable communication is established:

– connection of vocational education with life, practice;

- the link of professional education with the development of Science and technology, advanced production technologies and the level of culture of society;

– the unity of professional education and development.

The problem of the implementation of interrelationships between the joints of the continuous education system its separate types and stages the dialectical management of interrelationships is a pressing problem, which can be solved on the basis of the interrelationships printsip.

Another important aspect of science communication is that the teacher has to resort to a lot of literature in the process of teaching his subject before it is delivered to the student.

Especially now, since the century is a technical age, it is necessary to use the Internet system to be aware of various business Games, new information and news.

And this, of course, carries a very high responsibility to the teacher. In conclusion, the importance of science communication in the teaching of Exact and natural technical sciences is an important factor in the overall outlook and professional skills of the trained personnel.