

ISSUES OF PROVIDING INTEGRATION OF PEDAGOGICAL - PSYCHOLOGICAL AND SPECIALIZED COURSES

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ABSTRACT

This article discusses the teaching of pedagogical-psychological and specialized disciplines in technical higher education institutions on the basis of a mutually integrative approach, the essence of the concept of integration of disciplines, the factors influencing the integration of disciplines, the requirements for providing integration of pedagogical-psychological and specialized disciplines.

Keywords: Higher education, special disciplines, pedagogy, integration, integrative approach, ensuring integration, pedagogical and psychological disciplines, the learning process.

INTRODUCTION

In the context of economic restructuring, the need for certain professions and specialties in the labor market is constantly changing. The vocational education system needs to adapt quickly to these changes. For this purpose, the classification of specialties of higher education provides for training in professions consisting of two or three related fields. This ensures the professional mobility of young people in the labor market and their rapid adaptation to the changing production conditions.

In his speech at the inauguration ceremony of the President of the Republic of Uzbekistan, that was at the joint session of the chambers of the Oliy Majlis President Sh. Mirziyoyev said, "We will mobilize all the forces and capabilities of our state and society to ensure that our young people are able to think independently, have high intellectual and spiritual potential, and become happy people who do not lag behind their peers in any field around the world". The task of higher education is to form a mature person, a qualified specialist. One of the main criteria for a graduate of higher education is to have a high level of knowledge, skills and competencies that include the basic concepts required for continuing education. For graduates of higher education institutions to meet these requirements, students must be based on a holistic approach in the study of the processes that take place around the specialty and specialty disciplines.

There are urgent problems that need to be addressed, and given the requirements of today's continuing education, it is time to clarify the views on these issues on a scientific and practical basis, as well as to ensure the integration of vocational and pedagogical education such as ensuring the continuity and continuity of professional and pedagogical education in higher education institutions of the Republic, the integration of pedagogical and psychological disciplines and specialty disciplines

In this regard, the problem of mutual integration between the disciplines is also one of the urgent tasks today. It should be noted that the problem of developing the integration of science and education remains one of the most pressing issues today.

According to a number of pedagogical scientists and researchers, the integration of sciences is a non-repetition of topics, saves time, that is, allows you to master a large amount of material with less time, and also represents an organizational task. Taking into account the above, the profitability of training will also increase. There are a number of key factors that affect the fundamentals of integration:

- Objective laws of science development;
- Defining the content of education, taking into account the development of science;
- state educational standards and qualification requirements;
- educational tasks;
- synthesis of knowledge;
- unity of educational process and content;
- Mutual definition of curricula and programs;
- material and technical base;
- pedagogical, innovative and information technologies.

In a number of educational documents of the Republic of Uzbekistan, continuity and consistency of education is recognized as one of the main principles of state policy in the field of education. In pedagogical research, which is directly related to this principle, concepts such as "consistency", "continuity" are used, and they are interpreted differently.

Materials and methods

At this point, the word "integration" also means unification. Educators-psychologists and scientists have expressed a number of views on the importance of ensuring continuity and interdisciplinary connection in the educational process in technical higher education institutions. In particular, the importance of interdisciplinary communication in the spiritual and moral education of students, the following views were expressed: "One of the important factors in the spiritual and moral education of students of higher education institutions is interdisciplinary communication. Pedagogical experience shows that in the process of teaching social sciences in technical higher education institutions as a result of interdisciplinary, interdepartmental communication, students develop skills of independent thinking, initiative, thorough and conscious acquisition of knowledge, observes, memorizes, proves, compares adolescent spiritual and moral phenomena. As a result, they develop connected speech and creative thinking. The implementation of interdisciplinary or interdisciplinary links in the spiritual and moral education of students helps to meet the requirements of society and educational institutions, and ensures the unity (integrity) of education".

Integration should be considered not only in terms of interdisciplinary relations, but also as an integration of technologies, methods and forms of education.

Therefore, it is important to combine the different methods of existing educational activities, their proper combination. It depends on the success and the results of the experiments.

Improper organization of interdisciplinary communication by teachers complicates the process of deepening students' knowledge, the formation of spiritual and moral worldview in adolescents on the basis of acquired knowledge and concepts.

A new system of pre-school education, general secondary education and secondary special, vocational education, which are the main stages of the system of continuing education, has been established, and the content, form and procedures for training teachers, engineers and teachers are being increased.

From the above, it can be seen that a science teacher is first and foremost:

- Excellent knowledge of state educational standards (qualification requirements) and curricula in science;
- teach students to apply their knowledge and skills in practice;
- group and extracurricular education, ie conducting classes according to the student's interests in science clubs;
- be able to educate students spiritually and morally, to provide information about the legal requirements for their rights;
- be able to direct students to the profession.

One of the current problems in the organization of vocational training is the search for rules that establish the didactic compatibility of subject programs, the introduction of membership in the training of students for technical education and industrial enterprises and the training of teachers-engineers (internships). In addition, the teaching process requires the development of forms, methods and techniques for making connections between related disciplines.

One of the main challenges is to create a science-based system for the full acquisition of professional knowledge and skills by students at the level of network educational standards and qualification requirements, through the full integration of activities and disciplines in vocational education in the technical field.

The fact that the specific goals of the professional disciplines are aimed at achieving the general goals of the educational standard and the integration between theoretical, practical lessons and industrial practice creates ample opportunities for students to master the types of professional activities.

Researchers emphasize the need to pay attention to the following requirements in the process of mastering innovations in science and education, ensuring the integration of pedagogical-psychological and specialty disciplines:

- Interdependence of processes - systemic, ie the relationship of stages of education in the systems of secondary special, vocational and higher education;
- Interdisciplinary affiliation of disciplines - the process of interdependence and integration of general education, general and special disciplines;
- Integration within the blocks of disciplines, ie the interdependence of the content of disciplines, teaching methods and forms, technology and teaching aids in the educational process.

Thus, the integration of education means not only the interdisciplinary connection of knowledge, but also the integration of teaching technologies, methods and forms. Different levels of integration can be used to achieve efficiency in the learning process. For example, integration in curricula (interdisciplinary coherence); modular integration (systematic presentation of knowledge and concepts related to related disciplines); integrative programs (presenting in programs a combination of several subjects or subjects related to academic subjects); interdisciplinary integration (combining teaching materials provided within the same course with teaching materials of another course); integration based on the sequential presentation of topics (the principle of concentricism in the presentation of educational material, ie the content of the previous educational material complements the next); information technology-based integration (teaching of computer science-based subjects).

In the methodological essence of the problem of interdisciplinary relations and integration, the learning process is organized in such a way that the use of knowledge, skills and abilities

acquired in the study of one subject for the study of other subjects takes its place. Hence, the main issue of interdisciplinary integration is the classification that determines the main streams of possible relationships, i.e. the generalization of the content of the materials taught, some skills, scientific methods.

In order to fully and comprehensively identify the possibilities of interdisciplinary integration, as well as the forms of their introduction, it is necessary to cover their various aspects at the same time.

Oshanin defines the concept of the integrity structure of an object as a set of connections that exist between all the elements of an object and describe the object as a system. Introducing the concept of single-level - horizontal and multi-level - vertical structures, vertical structure is understood as a system of functional relationships that combines the characteristics of an object at different levels of representation.

Hence, there is a similarity between the vertical membership and the emergence of vertical structures, and the similarity between the horizontal membership and single-level structures.

As a law of development, membership describes the repetition of some situations of the previous stages at a higher level, a peculiar return to the old, if not at a higher level. According to G.A. Klekovkin, first of all, it can predict and predict the future development of the system with sufficient confidence. Second, in analyzing the current state of the system, the research focuses on the history of its emergence and the study of its predecessor. And finally, the third, on the contrary, in the analysis of the past state of the system, shows the need to approach it knowing the current level of development. He believes that content design, selection of optimal teaching models and effective management of students' learning activities can be integrated on the principle of continuity of teaching.

B.Abdullaeva emphasizes that interdisciplinary connection is a social process, a "permanent" process of deepening cognitive penetration of the subjects connecting the sciences into the legal connections and practical factors of their natural, social and personal existence.

The peculiarity of the correct understanding of the possibilities of interdisciplinary communication in the learning process is that students understand that these objects are connected to each other in content, one complements the other, it is impossible to study them separately.

Pedagogical approach in the study of interdisciplinary features: the teacher gets acquainted with which subjects students are most interested in, the relationship between the educational institution and parents, some aspects of the relationship between school and industry, pedagogical perspectives, the effectiveness of traditions.

RESULT AND DISCUSSION

On the basis of interdisciplinary connection: on the basis of didactic cognitive processes the teacher gets acquainted with the purposes and tasks of the studied subject, structure, connection with other subjects, means of communication between them, relations, effectiveness of didactic means of communication.

Solving the problem of interdisciplinary relations is important in determining the content, methods and organization of the educational process. Interdisciplinary relations are the application of knowledge on the basis of a dialectical approach. The following is a discussion of how interdisciplinary communication takes place in the direct learning process, primarily in the presentation of new knowledge, which is a subjective aspect of the interdisciplinary communication that teachers make in the learning process. The number of subjects that students study is large, and mainly different skills and abilities are formed. They must perceive all this as an integral interconnected complex.

In planning interdisciplinary communication, first of all, the issues reflected in the programs of related disciplines are considered. In this case, interdisciplinary relations can be synchronous, forward-looking and retrospective. However, interdisciplinary relationships may not always be reflected in curricula and should be specifically incorporated into their processing and teaching in order to master the knowledge system and shape the scientific worldview.

The classification of methodological methods of interdisciplinary communication is subject to the general principle of distribution of methods, which consists of: interdisciplinary research activities; assisting other disciplines in processing knowledge and solving interdisciplinary problems; auxiliary processes.

According to B. S. Abdullaeva, the diversity of views on the pedagogical function of interdisciplinary communication is due to the fact that they are multifaceted in the educational process. It is also affected by insufficient consideration of the relevance of pedagogy to other disciplines. Let us now consider the types of interdisciplinary connections, because the division into the correct types reflects the laws of development of concepts and reveals the connections between them, which helps to create scientific and practical conditions for the implementation of connections in the learning process.

B. S. Abdullaeva describes the forms of connection as follows, as the internal structure of the object is a form:

1. In terms of content.
2. On actions.
3. By the method of interaction of reference elements.

The types of interdisciplinary connections are:

- 1) meaningful;
- 2) operation;
- 3) methodical;
- 4) organizational.

Hence, it is important to pay attention not only to interdisciplinary, related stages of education and interdisciplinary continuity and continuity, to establish integration between science and industry, but also to ensure continuity in forms and methods of teaching.

From the above considerations, it is clear that membership and integration are multifaceted concepts that provide research and management of the educational process and enable the realization of the purpose of science.

The principle of "integration" of education can be considered in several ways, as well as the integration of disciplines: interdisciplinary, interdisciplinary, interdisciplinary and

interdisciplinary integration of education. In the latter form of integration, the method of teaching sciences, that is, the ability to use the content of related disciplines based on the method of describing their content, to try to work independently, as well as the use of methodology and similarity of content.

CONCLUSION

In conclusion, integration is the process of ensuring the correct establishment of interdisciplinary and interdisciplinary interdependencies and relationships between types of education, as an important concept that affects the quality of the educational process serves to deepen and develop knowledge. Thus, the process of ensuring the integration of pedagogical-psychological and specialty disciplines is a multifaceted issue, provides research and management of the educational process, and provides an opportunity to achieve the goals of science.

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