

MODERNIZATION OF HIGHER EDUCATION BY SOLVING INTEGRATION PROBLEMS

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ABSTRACT

In this article the questions of perfection and development of higher education are expounded by the decision of problems of integration and succession, realization of interdisciplinary integration and succession.

Keywords: Higher education, integration, succession, intersubject, perfection.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The decree of the President of the Republic of Uzbekistan from 07 February 2017 N-4947 "On a Strategy for the further development of the Republic of Uzbekistan" decree of the President of the Republic of Uzbekistan "On additional measures to improve the quality of education in higher education institutions and ensuring their active participation in large-scale reforms in the country" dated 14 June 2012 This article will contribute to achieving the goals set out in other regulatory documents.

The solution of socio-economic, ideological, political, and educational problems facing the human society and the people of our independent Republic is a reality that cannot be achieved without the interconnection and practical interaction of natural, social, and technical sciences. All of them are complex in their nature, content, character, form, and volume.

Complex problems are investigated and solved using an appropriate approach. This implies a broader use of the teaching and learning approach.

A large number of sources and analysis of various areas of pedagogical practice show that there are a number of shortcomings in educational work and a certain obstacle to its development. This is mainly due to the study of certain aspects and features of subjects in the form of tablets, as a result of which logical and unstructured knowledge is taught. Integrative communication is important for solving this situation in practice.

Integration of higher education according to European standards provides for a qualitative change in the education system in general and higher education in particular. The introduction of unified educational standards will significantly contribute to the training of qualified and sought-after specialists in various fields of science.

The integration process, which entails positive reforms, will lead to many progressive transformations, which will undoubtedly have a positive impact on the level of training of specialists at various levels, including in the field of science [3, 94].

The significance and content of higher professional education, according to the national program, is built in accordance with the achievements of culture, science and technology, the needs of the individual, society and the state. The foundation of education and its most important element is the learning process, specially created to achieve the set goals. Ultimately, the quality of education in general depends on its quality. This quality, i.e. pedagogical efficiency and effectiveness of the learning process, depends on its integrity as a system, integration and continuity of its components. As applied to the learning process, integrity is its scientific and pedagogical validity and the ability to provide holistic fundamental education in all disciplines through interdisciplinary integration.

Hence, the characteristic of integrated learning is learning that denies the division of knowledge into separate disciplines and is associated with a holistic perception of the world. When teaching, for example, foreign languages, integrated learning involves learning several languages of the same region with information of a cultural, historical and political nature. At the same time, we are not just talking about inter-subject relations, but about the merging of several disciplines, an interdisciplinary synthesis of science, art, and national culture.

Integrated learning is not a superficial knowledge of subjects, but a comprehensive knowledge of their relationships and aspects. From a scientific point of view, the basis of integration is the integrity of the universe, as well as the relationship of its components.

The independence of subjects and their weak connections with each other create serious difficulties in forming a complete picture of the world among students and hinder the organic perception of culture. Subject disunity becomes one of the reasons for the fragmented worldview of the future specialist.

Based on this approach, we have formulated our understanding of the integration and pedagogical process. Integration and pedagogical process-codification and synchronization by comparative comparisons of real phenomena in the education system of different countries, which means a dynamic process of interpenetration of individual differentiated parts and functions of the education system, leading to the process of convergence and connection of the components of the educational system, where elements of this process are activated with a constant shift to a new quality of interaction and integration.

The implementation of interdisciplinary integration, i.e. the construction of integral models of the studied phenomena, would allow:

- create conditions for a conscious understanding of these phenomena by students and facilitate the solution of cognitive and professional tasks;
- to promote continuity of education on the basis of the previous one;
- contribute to the harmonious development of the individual.

Thus, the solution of these problems is closely related to the problem of continuity. There are different approaches to its definition. Let's analyze the most significant of them. The most general concept of continuity is defined as the connection between phenomena in the process of development in nature, society and knowledge, when the new, replacing the old, retains some of its elements.

Continuity implies a necessary element of connection between the past, present and future, which allows dialectically combining the old with the new, replacing one form with another, more perfect, finding new forms and creating prerequisites for their successful development.

In other words, integration and continuity provide something without which further development is impossible, namely:

1) the inclusion in the new of those elements of the content of the past that have not lost their vitality in the new conditions and are able to contribute to the development of;

2) the inclusion in the new of those separate forms of the old that are able to accommodate a different content and ensure its development.

Integration is an objective law of development of nature and society. Without integration and continuity, it is impossible to move forward in all areas of human activity, because “the new does not arise from nothing, does not form out of nothing. It has deep roots in the past stage of development, is generated by the past, grows out of the past like a tree from a seed, and, in turn, contains the germ of the future.”

Thus, continuity in philosophy is considered as a pattern of development. Moreover, continuity is a manifestation of such basic laws of dialectics as the law of negation, the law of the transition of quantitative changes to qualitative ones, the law of unity and the struggle of opposites.

The role of continuity in professional training is to ensure the integrity of the pedagogical process.

The transition from subject-centricism to educational fields opens up the possibility of interdisciplinary transitions and provides a holistic, rather than a mosaic, picture of the world.

One of the conditions for solving this problem is the transition from subject-centricism to educational areas. Most often, in professional education, this means only the coordination of the content of the material being studied within one subject block. Approval alone is not enough, you need to take into account the long-term goals for each discipline in the university. In this case, goals are understood as the ability of students to apply the discipline's apparatus as a methodological, theoretical and technological means of solving cognitive and professional problems.

Thus, the creation of educational areas can be interpreted as a process of integrating academic disciplines in relation to research and solving various types of problems.

The principle of transition of monofunctional technical means of training to multifunctional and new information technologies allows to realize the social order caused by the need for informatization of society, to intensify the educational process at all levels.

Higher education as an integral part of general basic education contributes to the achievement of the overall goal of the higher education institution, ensuring that students learn the basics of academic disciplines, develop their thinking and creative abilities, and develop a scientific worldview.

The concept of higher education defines the goals of education as:

- ✓ formation of a fully developed personality;
- ✓ study of the main components of the professional picture of the world;
- ✓ mastering the basic concepts of the scientific method of research and its place in the system of knowledge of the world;
- ✓ formation and development of cognitive abilities.

Let us note some aspects of the modern concept of higher education. It assumes level and profile differentiation as the most appropriate to the ideas of personality-oriented learning,

modern ideas of world pedagogy and psychology, which require a harmonious combination of the interests of the individual and society in training.

Strengthening the applied orientation of courses in special disciplines at all stages of training should ensure the formation of skills for graduates to apply scientific achievements in their practical activities.

Successful reform of higher education requires a set of measures based on scientific and pedagogical methods. With their help, it is possible to ensure that each special discipline studied by students makes a fundamental contribution to their general professional education. This requires appropriate actions on the part of the administrative and methodological bodies of the university, as well as the state and society as a whole [2, 66].

Fundamental education should be holistic, for which individual disciplines should not be considered as a set of traditional autonomous courses, but as single integrated cycles of fundamental disciplines linked by a common goal function, ensuring the integrity of education as such.

The current state of special disciplines does not yet fully meet the criteria formulated. Significant and concerted efforts are required by teachers of the entire cycle of special disciplines to make fundamental knowledge in this area a reality.

Continuity of special education in higher education institutions should be ensured by unity of purpose, content, methods and means. The goals of special education in higher education institutions are being deepened and specified. In particular, these include:

- * ability to use the acquired knowledge in practical work;
- * formation of professional skills and abilities;
- * development of qualities that contribute to the readiness to improve and continue education.

The focus of the educational process on the formation of the student's personality involves creating conditions for the development of thinking, memory, attention and will. This goal should be achieved in the entire educational process, including in the process of teaching special subjects at the university.

The goals of special education largely determine its content. According to the law, the content of education should ensure that students have a natural science picture of the world that corresponds to the current level of knowledge and level of training. This shows the unity of the content of education in secondary special education.

The globalization aspect of integration of science and education is being actively comprehended today in the direction of forming a single scientific and educational space, in which it is necessary to find a place for implementing national features of scientific and educational systems. This aspect certainly outlines the range of problems related to the security of domestic education in the modern conditions of globalism, internationalization and globalization of the scientific and educational sphere [1, 43].

In practice, there is a more spontaneous, non-targeted integration of knowledge. One of the organizational and methodological tools for improving the quality of training specialists can be called interdisciplinary integration, which can have two meanings: first, creating a holistic

view of the world around the student (here integration can be considered as a learning goal); second, it is finding a common platform for bringing together subject knowledge (here integration is a means of learning).

Integration is defined by us as a process of purposeful unification by establishing stable relationships between elements of the educational system while preserving and enriching their qualitative and characteristic features, leading to the formation of integrity, which have new system properties.

Thus, the integration of special bachelor's and master's degree subjects, the content of the curriculum, and the content of continuing education should be considered from the standpoint of the theory of content integration at the interdisciplinary level.

This approach determines the construction of a predictive model for integrating the content of higher education, taking into account personal life and professional experience [4, 40].

The concept of globalization in modern research is the most popular tool for analyzing social processes, including problems of integration of the modern scientific and educational sphere.

Achieving the goals of professional education is implemented by adequate teaching methods that correspond to the ideology of developing learning, the methodology of an active approach, and personality-oriented pedagogy, which turn education into the sphere of forming the personality of students, mastering their ways of thinking and various types of activities. Of particular importance in higher education is the mastery of the scientific method, which involves the use of methods of educational experiment, research, problem-based, and a variety of active teaching methods [5, 164].

Technology and teaching methods play an important role in the organization of the educational process for the implementation of the curriculum and educational material. When studying a particular subject, it is very important to have inter-subject communication and integration of social, humanitarian and special disciplines, as well as methods and techniques of the lesson, didactic material, and methodological support for the subject being studied.

In the course of the educational process, to ensure inter-subject communication and integration, students can develop the following professional qualities::

- creative attitude to the subject being studied;
- independent thinking, freely and independently express their point of view;
- self-education;
- have deep theoretical and practical knowledge of special disciplines;
- adaptability to the production and technological process.

Based on all the above, we can conclude that, based on the methodology of studying inter-subject integration, when studying a certain topic, based on the degree of knowledge gained, the material under study can be explained more clearly and easily. At the same time, the assimilation of the material is easy, fast and interesting.

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