

THE IMPORTANCE OF INTERDISCIPLINE INTEGRATION IN PROFESSIONAL EDUCATION

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Annotation. *In a market economy, the needs of production for highly qualified, professional mobile specialists and the improvement of professional training require deepening and expanding the knowledge of highly qualified specialists, enriching the content of education.*

The article addresses issues such as the relevance of interdisciplinary integration in the vocational education system, strengthening the professional orientation, the development of non-standard and creative thinking.

Keywords: *staff training, integration, professional, mobile, professional training, pedagogical thinking.*

Nowadays, there is a growing need for professionals who can use the knowledge acquired in educational institutions in a wide and conscious way in their professional activities. One of the areas of training young professionals is professional education. The task of the professional education system is to train professionals who are professionally mobile, able to quickly adapt to the constantly evolving conditions of production, self-controlled.

According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 7, 2020 No 466 "On approval of regulatory legal acts regulating the system of continuing primary, secondary and secondary special vocational education in the Republic of Uzbekistan": Vocational education institutions are organized taking into account the demographic, socio-economic and geographical conditions of the regions, the demand of the labor market for relevant specialists, the needs of relevant ministries and agencies and training programs integrated with the higher education system. Training is carried out in groups formed at the expense of 9th grade graduates of secondary schools in vocational schools on the basis of 2-year integrated programs of general education and specialty subjects¹⁰⁴.

In a market economy, there is a sharp contradiction between the need for production to be highly qualified, professional mobile professionals and the lack of professional training. The transition to the training of highly qualified specialists requires deepening and expanding basic knowledge, differentiating and integrating the content of education on

¹⁰⁴Resolution of the Cabinet of Ministers of the Republic of Uzbekistan. About approval of the regulatory legal acts regulating system of continuous primary, secondary and secondary special professional education in the Republic of Uzbekistan. 7.08.2020. Number 466.

the main types and objects of future professional activities, strengthening professional orientation, developing non-standard and creative thinking, forming research skills of future professionals.

The system of secondary vocational education plays an important role in the development of society. Modern production requires high professional and pedagogical knowledge from technical staff. The training of such specialists is effective only if it is carried out within the framework of the model of education that reflects the reality of the student. Also, as this model evolves, it gets closer to reality and eventually transitions to it. This requires teachers to change their attitude to science, to master the modern theory of education, to form a new type of pedagogical thinking. All this is an integral condition for activating the educational process in vocational education.

A distinctive feature of the system of secondary vocational education is the simultaneous implementation of two types of teaching - general education and special subjects. In the context of constant changes in engineering and production technology, the training of mid-level specialists should be based on an organic combination of general education and specialized technical knowledge. Therefore, one of the important problems of professional pedagogical activity is the integration of future professionals in the content, forms and methods of training in the context of secondary vocational education.

In this regard, the problem of integration of special technical and general education is of particular importance, which makes the task of studying the possibilities of rational construction of the educational process on the basis of interdisciplinary integration in secondary vocational education institutions.

The problem of interdisciplinary integration is important both for the development of the scientific basis of pedagogy and for the practical work of teachers. This is related to the problem of systematizing the content of education, the main issues of which are the separation of the constituent elements of the content of education and the identification of connections between them.

There has been a growing interest in various aspects of integration over the last decade. There is a rich experience in the study of integration problems in pedagogy. Special scientific collections and monographs on the study of integration problems, the analysis of integration processes in the field of development, theory and practice of education, revealing certain aspects of pedagogical integration. Various aspects of the problem of integration in pedagogy have been studied by eminent scholars.

The importance of integration as a pedagogical phenomenon in a number of recent studies (VS Bezrukova, LV Tarasov, NK Chapaev), skills and types of integration in the study of individual disciplines (GI Baturina, SV Vasileva, A.V.Usova, G.F.Fedorov), interdisciplinary and methods of integration of education (D.Zverev, V.N.Maksimova), interdisciplinary relations as a unit of general and special technical education (K.Sh.Akhiyarov, A.F. Amirov, S.Ya.Batyshev, V.A.Volkov, D.M.Kiryushkin, I.M.Nizomov, M.I.Makhmutov, P.3.Tagarer, V.N.Fedorova).

However, the problem of interdisciplinary integration in the training of mid-level specialists in technical schools and colleges has not yet had a solid theoretical basis. Most of the research on this topic has been devoted to specific issues of the relationship between individual academic disciplines. At the same time, the results of a number of studies are of particular interest in the development of general theoretical foundations of interdisciplinary integration.

Analysis of the psychological and pedagogical literature, the study of the experience of technical schools and colleges, first of all, pedagogical integration allows to emphasize that its activities are studied at the methodological, theoretical and practical level; second, there are realistic approaches to identifying the objective foundations and factors of pedagogical integration.

The objective necessity of studying the basics of the science-based conditions of the system of secondary vocational education is the labor activity of the individual, which requires integration processes that strengthen the contradictions of the subject system.

Thus, the need for the theory and practice of organizing training in the system of secondary vocational education, the conditions of their use in the educational process and methodological recommendations are not sufficiently scientifically substantiated, as well as interdisciplinary integration in the system of secondary vocational education. Solving the problem of developing a meaningful technological framework is one of the urgent tasks of today.

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