

METHODOLOGICAL ASPECTS OF THE FORMATION OF INTEGRATED SKILLS IN STUDENTS IN THE PROCESS OF TEACHING SPECIAL SUBJECTS

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ABSTRACT

This article describes the didactic principles that form the scientific basis of the selection and composition of the content of special subjects. In particular, humanization, consistency, integration, classification, the connection between theory and practice, scientific nature, computerization, the unity and interdependence of general, polytechnic and professional education, professional mobility, and the principles of professional conditionality are highlighted.

Keywords: didactic principles, special subject, integration, professional mobility, theory and practice.

АННОТАЦИЯ

В данной статье изложены дидактические принципы, составляющие научную основу выбора и структурирования содержания специальных дисциплин. В частности, освещается содержание принципов гуманизации, согласованности, интеграции, дифференциации, взаимосвязи теории и практики, научного характера, компьютеризации, единства и взаимосвязи общего, политехнического и профессионального образования, профессиональной мобильности, профессиональной обусловленности.

Ключевые слова: дидактические принципы, специальная наука, интеграция, профессиональная мобильность, теория и практика.

Improving the quality of education, connecting it with the needs of a market economy will be possible only if the quality of training is improved, which provides high-quality and competitive training. One of the promising areas of development of professional education is the implementation of the ideas of humanization, continuity, integralization, intensification, standardization, individualization of Education.

In connection with the development of production, techniques, the emergence of new technologies in science, technology, production and education, integration processes are developing and implemented. Therefore, the attention of scientists in various fields of knowledge (political scientists, sociologists, economists, teachers, psychologists) is aimed at studying and developing the pedagogical concept of integration, the mechanism of its management and development.

Integration is the restoration, filling, combining of any parts into integrity. In an encyclopedic dictionary, integration is understood as: тизимнинг, умуман бутун организмнинг алоҳида дифференциаллашган қисмлари ва функциялари, шунингдек бундай ҳолатга олиб келадиган жараённинг боғлиқлик ҳолатини англатувчи тушунча;

• the process of convergence and relationships of disciplines that occur simultaneously with the process of differentiation .

With the development of various fields of science, their differentiation occurred. In addition to differentiation, its reverse process - integration – occurred the process of formation of “joint” objects. For example, at the intersection of two objects - drawing and geometry, a drawing geometry was formed. In this case, the objects in the relationship enrich each other. Drawing uses the achievements of Modern Physics, Mathematics, Electrical Engineering, special technologies and other related disciplines.

In the new conditions of the market economy, a rapid harmonization of Science and production is taking place, while the technique is a unifying element in the process of introducing the achievements of science into production.

The processes of integration and differentiation correspond to two directions of Human Thought: on the one hand, to imagine the whole world as a single whole, on the other hand, to more clearly understand the laws and the qualitative specificity of various structures and systems.

These two trends come from each other and complement each other. The trend of the development of Science, Technology and production is the most important resource in the structure of professional education.

The content of professional education is understood as a system of universal education, Polytechnic and professional knowledge, skills, qualifications, norms and values, the assimilation of which ensures the development of the mental and physical abilities of the learners, the preparation of a qualified specialist with cultural, humanitarian democratic norms and values, ready to work effectively at private professional and inter-professional levels.

The content of education is influenced not only by the laws, laws and integrative processes that occur in production, but also by the processes that occur in pedagogy. As in any science, integrative processes take place in pedagogy, including in professional pedagogy, since pedagogical knowledge itself is aimed at approaching technical, economic, mental, physiological and social knowledge. Integration within the sciences occurs: theories of education and upbringing, theories and methods of teaching theoretical and Applied Sciences approach. Integration is carried out in individual blocks, parts of pedagogical knowledge, systems of educational organization, its content.

According to A.P.Belyaeva's definition, integration as a pedagogical law and didactic principle "is a new product of integrity, which has the systemic characteristics of the internal interaction of general scientific, interdisciplinary or Sciences, the corresponding mechanisms of interdependence, as well as changes in the elements, functions of the object of study arising from the interconnection of objects and qualities of the newly established system".

It is worth noting that the first integration processes appeared at all levels of its organization in the content of general and professional education: selection, development of curricula and textbooks, systematization of the educational material of the lesson, as well as at the level of its assimilation. In this regard, the trend towards the emergence of new integrated learning disciplines is increasing. At the same time, the trends and fragmentation of subjects, the emergence of new ones, the creation of cycles and small cycles in the composition of curricula do not subside, which leads to an overload of the educational process and the educational process. The exit from such a situation is possible only by integrating scientific disciplines at the level of academic disciplines.

Thus, the implementation of the idea of differentiation of general and professional education led to the emergence and development of the integration of its structural elements.

When composing the composition of professional education, the idea arises and is implemented to create blocks of components that represent contiguous structural structures called "integrated".

Integration is carried out in the system of professional knowledge, skills and qualifications – the most important component and result of professional education.

Knowledge, skills and qualifications for professional education are the main results. The concepts of skills and competencies have been interpreted differently by different researchers, giving rise to some definitions given by them to the concepts of skills and competencies in order to more fully understand the essence of these concepts. After all, despite how accurately these concepts are defined, these concepts need further study and, theoretically, comprehensive analysis. In research, it is necessary to correctly understand the meaning of the terms "skill" and "competency" and to understand the sequence of their formation.

V.A. Skakun has defined skills and competencies as follows: skill is a component of competence, expresses the ability to perform certain parts of actions on its own in an extremely fast and purposeful way, and in turn occurs as a result of multiple repetitions of exercises in students; qualification is when students are conscious and willing (capable) to perform an action (or set of actions) in.

O. Musurmonova, A. Abdullaev, M. In the educational and methodological manual developed by the Ahmedovas, the definition can be seen as follows: skill is the ability to purposefully carry out activities formed by applying the knowledge of the human being in practice; skill is the level of skillful performance of activities, some of its components are performed in an automated way. The higher the level of automation of the activity, the higher the level of skill.

A. Khodjabaev, I. The following two definitions are cited in the tutorial developed by the Khusanovs.

Skill is a component of competence, representing the ability to perform certain parts of the movement on its own in an extremely clear, fast and purposeful way, and this thing occurs in students as a result of multiple repetitions-exercises.

Qualification is when students are conscious and ready (capable) to perform the action (or set of actions) in the labor process using methods of action that are purposeful in certain conditions and, due to this, achieving positive results in labor.

Skill is the ability of a person (specialist) in new conditions to perform work qualitatively, in the required size and allocated – at the specified time.

Qualification is the ability of a student to perform work with automatic implementation.

Based on the above definitions, we have given the following our own working definition of skills and competencies and rely on these definitions in the process of our research:

Skill is the ability of a person to successfully carry out labor processes based on the knowledge he has, subject to certain requirements.

Qualification is the ability of a person to carry out labor processes in high productivity, based on knowledge and skills in himself, in which actions are performed automatically. However, the conditions under which actions take place in the field of consciousness, as well as the goals

achieved as a result of it, remain and are prioritized. From this point of view, the performance of AMAs becomes more conscious in general.

In our opinion, even if it is not easy to accurately include some skill in one of these categories, despite the fact that many of the professional skills in each professional activity are of a mixed nature, there will be either elements of sensory nature, or elements of mental activity, or, if not, elements of movement associated with muscle tension, that is, motor movements. The separation of skills into sensory, motor and intellectual skills facilitates the organization of practical training, since it shows the importance of the functioning of the sensory organs, emphasizes the mental operations that this junior specialist carries out and his musculoskeletal skills.

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