

ПЕДАГОГИЧЕСКИЕ НАУКИ

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CONTINUITY IN THE EDUCATION SYSTEM

Abstract. The work presented fills the gap in research on pedagogical sciences and is a kind of attempt to develop mechanisms for horizontal and vertical integration in order to ensure the continuity of the educational process in training.

Keywords: continuous education, continuity, horizontal and vertical integration

The concept of continuous education dates back to the 20th century, but its origins date back to the days of ancient philosophers. It is believed that the term "continuing education" was first used in 1968 in the proceedings of the General Conference of UNESCO. Since the mid-1970s, the idea of lifelong learning has been supported in many countries and represents the dominant vector of educational reform. The research was conducted in several directions. First of all, it is necessary to name methodological studies of UNESCO. Equalization of social, cultural and political development of all countries through education. Currently, there are different notions of continuing education¹:

- life-long learning education
- Adult education
- Continuing vocational education and training

Depending on the interpretation of lifelong learning, the concept of vertical and horizontal integration has its own specifics.

Due to the complexity of the content, this problem requires the need for cooperation of pedagogical and other related sectors of science. This paper examines the general hierarchical model of types and types of horizontal and vertical integration of educational structures.

The emerging approaches to understanding the essence of lifelong learning are quite controversial. In some cases, it is identified *with continuous learning*, and they believe that all stages of the learning process are enough to combine to eliminate contradictions and deadlocks at the intersection of levels of education, in others - develop proposals for the addition of new links to the existing public education system.

The central idea of lifelong learning is the category of continuous human development as a subject of activity. The personality is considered as the main subject and object of the system of personnel training, consumer and producer of educational services. Personal development is seen as a continuous process that connects with the principle of developing

learning with a focus on learning and education, not only on learning, but also on transformation. This is the reason for the transition from information to productive learning, from the school of memory to the school of thought, feeling and action.

The purpose of continuous education is the development of personality, as in the periods of its physical and socio-psychological maturation, blossoming and stabilization of vital forces and abilities, as well as in periods of evolutionary development of the body, when the task of compensating for the functions and opportunities that can be eliminated is of paramount importance. So it's time to **learn to learn**.

Continuous education, as a mechanism of expanded spiritual production, is designed to ensure that people constantly learn new economic, socio-political, scientific and technical information, as well as the growth of intellectual and cultural level.

One of the tasks of continuous education is to overcome the technocratic approach, in which a person is considered as a trainee, programmable element of the social system, as an object of various manipulations, which does not have freedom of choice, real possibilities of purposeful education and purposeful implementation.

The meaning of continuity is to constantly meet the evolving educational needs of individuals and societies, in an inclusive, time-bound, individualized pace and orientation, and to provide everyone with opportunities to realize their own educational system.

The main features of lifelong learning are the diversity and flexibility of the means, methods and organizational forms used, fundamentalization, humanism, democratization, humanization, national orientation of education, education, and differentiation of educational processes by direction and content.

Continuing education as a pedagogical system is a holistic set of ways, means, means and forms of acquiring, deepening and expanding general education, social maturity and professional competence.

¹ Education: A hidden treasure. Report of the International Commission on Education for the

Twenty-first Century submitted by UNESCO. Paris, 1997.

The interrelation of its components, their mutual subordination by levels and coordination by direction and purpose, ensuring the relations of *interaction* between them turns this combination into a *single system of* permanent development of each person, while giving it *a quality of continuity*.

Therefore, in order to achieve the goals of continuing education, it is necessary to be *open, flexible* and variable in the content of general and *vocational education in accordance with the* dynamics of the needs of social and individual human practice. At all levels and in all substructures of continuing education, it is necessary to ensure the development of education, upbringing and development based on the creative activity of the individual as a prerequisite for his or her self-development. From this perspective, the content of continuing education should be considered and **internal consistency and continuity** should be ensured.

The basis for the implementation of the principle of continuity of different levels and substructures of continuing education is the **fundamental content** laid down in the basic structures, from the means of communication, the ability to read, write and count, and ending with the invariants of the relevant branches of knowledge and spheres of activity. Possessing the "core of knowledge" and learning skills, a person can choose a **variant** part of knowledge, types, terms and pace of education, and **individualize** the process of education. The intellectual foundation will allow a person to acquire applied knowledge dictated by new production technologies, to carry out advanced training and retraining. Such a foundation, oriented to the developing context of practical activity, serves as the most important factor of **professionalism** improvement, contributes to the resolution of the **contradiction between fundamentalization and specialization of** general, education and professional training.

Vertical and horizontal integration of educational structures across all types of learning. The stages of personal development create the corresponding stages of continuous education, determine the requirements and conditions that ensure the realization of specific educational goals. Everyone, at any stage of his or her life path, should have the right and real opportunities to be included in educational structures in accordance with his or her cognitive, psychophysiological and personal needs, in accordance with the needs of society.

Typological needs of personal development at different stages of the general life path determine the appropriate levels and levels of continuing education, set requirements to its subsystems and conditions that ensure the implementation of its **specific goals. In accordance with** these goals, *vertical* (basic education and all stages of the educational pyramid) and *horizontal* (additional, non-formal types of education) **integration of** educational structures should be

implemented, and problematic issues at the "**jooints**" of different substructures should be resolved.

Recent integration processes have affected all structural elements of education. Integration in education is a trend that has become one of the basic categories of modern pedagogy in recent years. This is not only part of the complex process of rapprochement, but also a solution to the problems of interpenetration of national cultures. Integration in education has its own characteristics, dynamics, goals and ways of forming integrative associations. The peculiarity of integration is its anticipatory character. Rapid development of modern means of telecommunication and the latest technologies based on them contributes to the leading character of integrative processes in education. At the present stage, **integration is seen as a promising area for improving education.** The process of integration is a certain interpenetration of the content of the disciplines studied in the university in order to form a comprehensive knowledge of the various phenomena of the world around it. Thanks to integration, there is a deeper and more concrete understanding of the patterns of educational structures and systems².

Integrative processes in the system of continuing education take into account several

functions, trends, directions, types, levels and specific forms, a certain hierarchical model of integration of continuing education.

The necessary conditions for the effective operation of the system are the creation of a network of professional orientation of young people and the entire population and comprehensive - resource, personnel, organizational, information, legal support for continuing education.

The integration of educational structures as a means of ensuring its continuity can be carried out by cross-cutting pedagogical and information technologies. Pedagogical and information technologies of education, upbringing and development, having different types, directions, levels, provide continuity of different stages of the educational pyramid.

At the level of the whole system of continuous education, pedagogical technology of continuous education and its information support can be created. Next, pedagogical technology is being developed by level of education. The next stage, creation of local, modular, motivational pedagogical technologies, pedestrian management and monitoring technologies, etc.

Developing pedagogical technologies of a private subject, it is necessary to provide change of type of the doctrine from information-reproductive on active-creative, productive - from didactic games for younger ages to business games, search and productive activity for the senior, from the proved classical forms and methods of training to such which embody substantial

2 Degterev, V.A. Integration in the system of continuous training of the specialists of the social

sphere (in Russian) // Modern problems of science and education. - 2012. - № 3.;

pedagogical integration of education, a science and manufacture, computer technology of training³.

At each level and in each link of the continuing education system, it is necessary to select adequate learning objectives and content of the system of forms, methods and means of learning. It is important to ensure continuity of forms, methods and means of learning at different levels and in different parts of the continuing education system.

The new type of training should be based on the development of needs and skills of independent acquisition of knowledge, methods of its replenishment and application using advanced information technologies, video equipment, distance learning and telematics.

The problem of the textbook of a new type as a scenario of the future practical activity of a human being in the society and in the production, productive and creative activity is rising in all growth. Textbooks should conform to a multi-level, hierarchical system of knowledge, including the use of video sequences in computer-assisted instruction, test assignments and pedagogical tests to control and self-monitor the level of learning of the content of instruction.

Choice of types of horizontal and vertical integration of the content of secondary vocational education

In vocational education, the entire system of knowledge and skills can be expressed in the following groups: humanitarian knowledge, general scientific

knowledge, skills, special technical knowledge, skills, professional knowledge and skills.

Inter-subject continuity in the content of general and vocational education as applied to vocational colleges is one of the main principles of the construction of educational and curricular documentation, which makes it possible to establish a link between ideas, concepts, laws, facts, skills, and abilities both within individual subjects, between subjects of the same cycle, as well as between disciplines of different cycles.

According to the definition of V.N.Fedorova, **interdisciplinary relations** in education are reflected in the content of academic disciplines of interrelations that exist objectively and are cognized by modern sciences.

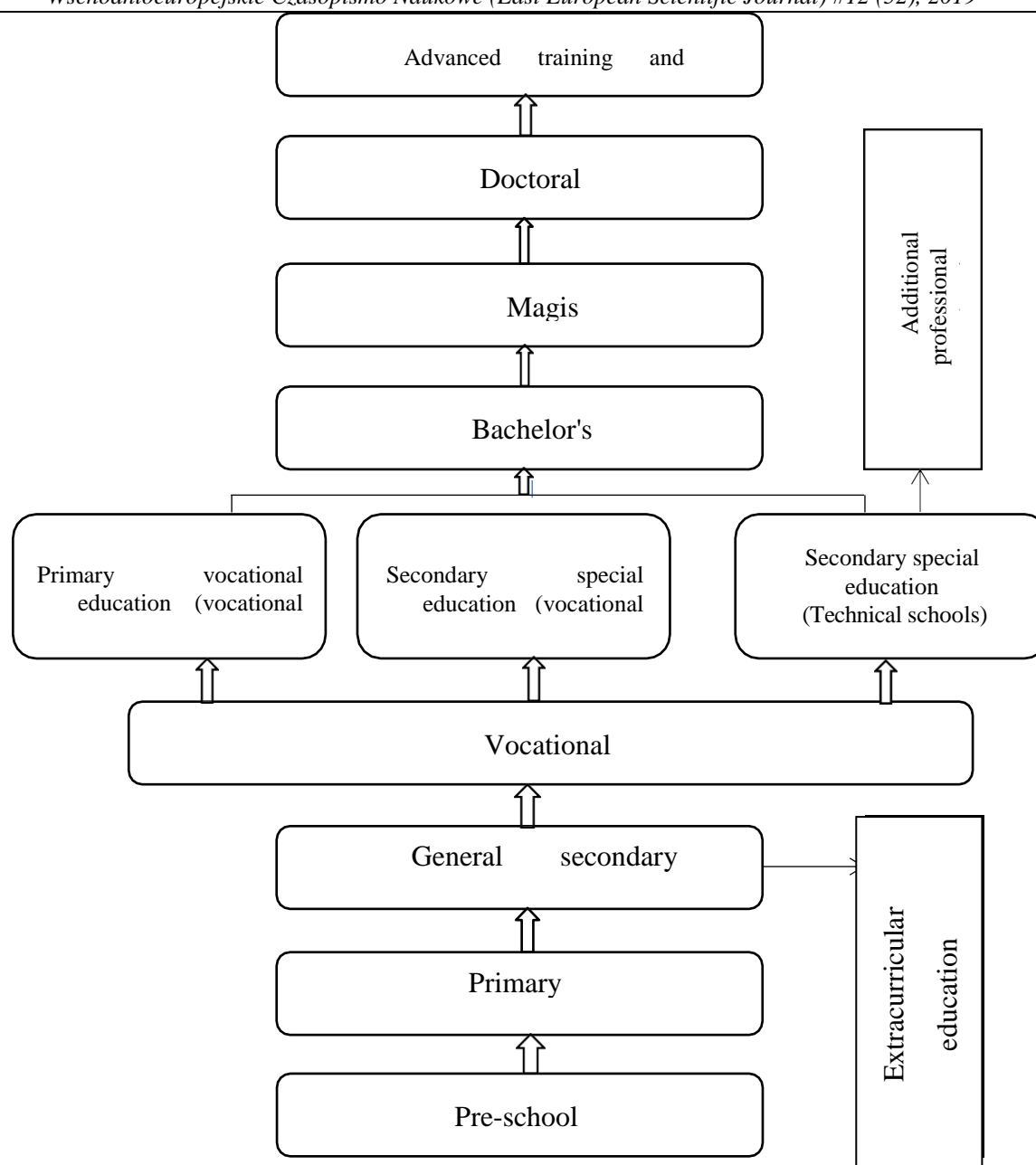
Therefore, the inter-subject relations can be considered as an equivalent of inter- scientific relations. Interdisciplinary links in the learning process make it possible to avoid repetitions in different subjects, to deepen the study of the material without additional time spent, to implement a systematized mutual coherence, to encourage students to apply knowledge in everyday life. Cross-curricular linkages streamline the learning process as a whole and are based on specific principles⁴.

The structure of continuing education is presented

1-drawing

3 Kurbanov Sh. Improvement of education management and marketing in the personnel training system. Tashkent, TGIV, 1998, 2.25 p.p.

4 U.N. Nishonaliev, R.H. Dzhuraev, S.E. Kurbanov, Mechanisms ensuring continuity in the system of continuous education. Tashkent - 2000



Extracurricular education

The integration of general education subjects in secondary schools has been carried out through integrative courses: "Nature" (physics, geography, basics of biology), "Artistic work" (processing of materials, work on paper, drawing), "Audobnoma" and implemented in all subjects.

The next level of educational content integration is the level of didactic synthesis. The integration of subjects at this level is carried out on the basis of one of them. At the same time, each of the interacting objects retains its status and its conceptual foundations. The level of didactic synthesis presupposes not only the integration of educational subjects, but also a defined procedural synthesis, which presupposes, first of all, the integration of the forms of educational classes of general and professional disciplines. The study of learning materials, which are connected with each other by means of didactic synthesis concentrated in the framework of the educational process, i.e. integration

of certain general educational and professional material takes place in the process of its study in the general educational session. Accordingly, there will necessarily be some integration of learning methods and tools as structural components of the learning process.

One of the integrating factors at the synthesis level is the common objects of research. At this level, it is possible to simultaneously study the selected object from the standpoint of both professional and natural science disciplines. At the synthesis level, certain complex problems can also act as an integrative factor, which require the integration of general and vocational education content. This interdisciplinary integration provides an opportunity for compaction and concentration of educational material, eliminating the overload of learning time, and direct strengthening of motivation to study general educational disciplines.

The level of inter-subject relations is currently the most widespread in the practice of both secondary school and vocational education. This level is

characterized by the assimilation of a professional and theoretical co-integrating subject with a basic subject, each of which retains its own sovereignty in the learning process.

At the level of cross-curricular relations, the status of a core subject is variable. In establishing links between the two disciplines, one or the other discipline may be used as a basis for their integration from time to time. It should also be noted that the level of inter-subject relations mainly solves such didactic tasks as actualization of students' knowledge, its generalization and systematization. The integrative factor at the level of cross-curricular relations is the common structural elements of the content of general and vocational education, i.e. knowledge, skills and abilities, the transfer of which can be carried out both in the direction of general and professional disciplines. It should be emphasized that the level of inter-subject relations is based not so much on the formation of new knowledge as on the actualization of previously formed through the transfer of their respective academic disciplines⁵.

Thus, the content of continuing education should be directly related to life and to the practice of solving problems of social development, integrated with science and production. The focus of continuing education as a system and the specificity of the tasks at each level should be organically combined with the

independence and diversity of schools and educational institutions, and the diversity of teaching and information technologies and forms of public administration.

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THE PROCESS OF PREPARATION FOR RESEARCH ACTIVITIES OF FUTURE TEACHERS OF VOCATIONAL TRAINING

Summary. The article is devoted to the problem of preparation for research activities of future teachers of vocational training. The article substantiates the demand for vocational education teachers to develop and improve research activities. And the essence of the research activities of the teacher of vocational training is considered. The ideas that fulfill the system-forming functions of the process of preparation for research activities are identified. The goals of preparing a future professional education teacher for research activities are given. A stating experiment aimed at revealing the attitude of students-future teachers of vocational training to research activities and the level of readiness for it are presented here.

Key words: professional education, research activity, innovative educational environment, experiment.

At the present stage, the education system is undergoing serious structural changes, it is undergoing intensive reform, new projects are being developed and implemented, and innovative processes are expanding. One of the most important tasks of vocational education is the achievement of such a level of education of future specialists that would be sufficient for independent

creative solutions to theoretical and applied philosophical and research problems.

In Uzbekistan, the modernization of the education sector carried out in stages, beginning of independence. However, the progress of the national personnel training programs in higher education institutions takes place unequal least, professors and academic staff are not fully planned program of modernization of higher

⁵ Khasanov A.A. Methodological system of preparation for professional activity of students of professional colleges by means of inter subject relations:

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