NOVATEUR PUBLICATIONS
INTERNATIONAL JOURNAL OF INNOVATIONS IN ENGINEERING RESEARCH AND TECHNOLOGY [IJIERT]
ISSN: 2394-3696
VOLUME 7, ISSUE 4, Apr.-2020

THE THEORETICAL BASIS FOR ENSURING THE CONTINUITY OF THE SYSTEM "PRESCHOOL - PRIMARY - HIGHER EDUCATION

TUKHTAEVA ZEBO SHARIFOVNA.,
MUKHAMEDZHANOVA SARVARA FAKHRITDINOVNA
Bukhara Engineering Technological Institute, Uzbekistan

ABSTRACT

This article discusses the theoretical foundations and possibilities of ensuring the integration of preschool education - primary - and higher education system, a positive impact on the educational process.

KEYWORDS: continuity, education, educational process, preschool education, primary education, higher education, educational systems, integration, interconnection, curriculum, programs of disciplines.

INTRODUCTION

It is widely known that the current level of development is determined by the widespread use of the latest achievements of modern technologies in various areas of our lives, and positive results are achieved. In this regard, the use of information and communication technologies in practice reflects a unique innovation process and creates wide opportunities for achieving promising results. A number of research projects are currently underway to improve the content of the training of highly qualified specialists and the corresponding scientific and methodological results have been obtained.

Studies are being carried out to solve the problems of ensuring the continuity and succession of disciplines in preschool, primary and higher education systems, seminars, scientific conferences are being organized, and experimental work is implemented as part of this study. However, the practical result is not high. Also today, one of the urgent tasks is to conduct research, search for solutions and their practical implementation to provide consistency in the system of preschool education - primary education - higher education.

From the potential of professors, scientists, authors of state educational standards and standard curricula, experienced specialists of employers, it is possible to organize the educational process in a continuing education system at a high level, increase the effectiveness of education and ensure the continuity between professional and higher education.

Preschool education – primary education – can be achieved by integrating general education, general professional and special subjects in the higher education system, and effective mastering of subjects by students. Also, along with the introduction of modern pedagogical technologies in the educational process, training based on integrated scientific programs ensures the achievement of educational goals.

Preliminary studies conducted by us have shown that teaching on the basis of integrated scientific programs has a positive effect on expanding students' learning opportunities, developing their independent working skills and practical skills.

One of the most important aspects of the continuing education system is ensuring interdisciplinary consistency between its stages. That is why the problem of integration, continuity in education is one of the most pressing issues today. Our scientists talk about the integration of education: “Integration in the world market, the pace of scientific and technological progress require enhanced interaction between all parts of public education. Therefore, this situation requires a holistic approach to the issues of upbringing, education, political and vocational training ”[4]. In this sense, the word “integration” means unification.

According to researchers, the integration of sciences is not a repetition of topics, it saves time, that is, it allows you to master a large amount of material with less time, and also represents an organizational task. Given the above, the cost-effectiveness of training will also increase.

There are a number of key factors that influence the foundations of integration:

- objective laws of the development of sciences;
- determination of the content of education, taking into account the development of science;
- state educational standards; educational tasks; synthesis of knowledge;
- the unity of the educational process and content;

- mutual definition of curricula and programs;
- material and technical base;
- pedagogical and information technology.

Continuity is a philosophical concept that reflects an important variety of relations between various qualitative states of a developing reality, the essence of which is the unity of conservation, processing and modification of a boundary state from a failed system.

Thus, in philosophy, membership is seen as a law of development. Membership is also the founder of such basic laws as the law of the negation of dialectics, the law of transition of quantitative changes into qualitative modifications, the law of unity and struggle of opposites. As one of the aspects of the law of transition from quantitative to qualitative changes, we can consider the emergence of consistency in education as an example of the need to transfer students to preschool, primary and higher education by improving the quality of general and professional education.

At the same time, the integration of vocational training of pupils and students is the formation of a comprehensively developed personality, the development of its crucial professional qualities, the ability to manage production in the conditions of automation and computerization, the liberalization of the content and process of vocational training in new socio-economic situations, the replacement of engineering knowledge and skills. Quickly adaptation to the conditions of higher professional education of graduates of vocational education institutions in the process of vocational training requires work to ensure the effective implementation of new forms of labor [3].

Naturally, quantitative changes in the aforementioned qualitative alterations, the gradual development of one or another organizer of vocational education, will certainly occur.

As one of the important aspects of the law of denial, we can give an example of the transition from a narrow specialized vocational education to training in groups of professions and highly specialized professions in the context of the integration of vocational education in the formation of membership. The first look at education does not negate the second, the highly specialized elements of vocational education are derived from widely specialized vocational education [5].

Prospects are also characteristic of membership, as it not only consolidates the results achieved, but also determines the prospects for development. If it is limited only by the first, there will be neither training nor development: everything will remain at the same level. Therefore, each new stage in learning brings new knowledge, new problems, new ideas, new aspirations, enriches development and learning. Thus, membership implies a promising continuation and development of acquired properties [2].

Providing interdisciplinary communication in the learning process allows:

- interdisciplinary communication has a certain impact on reading, learning, practical application of knowledge by the student;
- provides a link between general processes and phenomena, ideas, theories, laws, concepts of the studied subject;
- knowledge is mastered and applied on the basis of interdisciplinary communication, generalized, the perception of students is activated;
- the unity of the goals of training, development and education is ensured; As a result of the systematic acquisition of knowledge, the acquisition of effective methods of cognition, students form a scientific worldview, increase the effectiveness of the educational process [1].

In our opinion, membership is an important concept that affects the quality of the educational process and serves to deepen and develop students' knowledge by ensuring a certain sequence and coordination of a certain level of education, science or subject; a variety of views on the pedagogical function of interdisciplinary communication is due to their multifaceted manifestation in the learning process. In addition, this is affected by insufficient consideration of the relevance of pedagogy for other disciplines. Since the internal structure of the object is a form, it describes the connection form as follows:

1. In content.
2. According to the actions.
3. The method of interaction of reference elements.

Types of interdisciplinary communication:
1) significant;
2) operation;
3) methodological;
4) organizational.

Thus, in order to completely solve the problem of consistency in education, it is important to pay attention not only to the interdisciplinary, related stages of education and interdisciplinary consistency, to establish integration between science and production, but also to ensure consistency in the forms and methods of training.

From the above considerations, it becomes clear that membership is multifaceted, provides research and management of the educational process, and also provides an opportunity to achieve the goals of science.

The principle of "continuity" of education can be considered in several ways: as inter-educational, interdisciplinary and intersubjective. In the last form of membership, the method of teaching sciences is used, that is, the ability to use the content of related disciplines based on the method of describing their content, try to work independently, and also apply the observed similarity of methodology and content.

It is important to ensure interdisciplinary consistency in education systems, firstly, that the next type of education can not only continue the previous content, but also partially reproduce and develop in the next form of education, and secondly, there are educational opportunities for interdisciplinary integration.

This is because continuity in learning is a didactic principle, which is a logical connection between curricula and scientific programs and textbooks that reflect the content of education and requires skill building.

Through the consistent presentation of training materials, the student works independently, continuously and systematically, and also develops the knowledge, skills and competencies necessary for their future professional activities. Pedagogical and methodological studies have shown that the use of certain connections in the learning process to deepen and expand the content of the taught subject has favorable results in education.

Thus, the use of the principle of interdisciplinary membership not only enhances students' interest in the subject and improves the quality of its assimilation, but also expands the opportunities for independent work.

One way to ensure consistency in education is to follow the principle of step-by-step sequence in the development of scientific programs.

It creates integrated curricula and educational materials for secondary education and higher education, taking into account the content and form of training provided for curricula and scientific programs used in practice. This leads to a deeper acquisition of professional knowledge and skills at the next stage of student learning.

Improving regulatory documents, that is, developing scientifically based criteria and requirements for the relationship between educational standards, curricula and programs implemented in the education system, ensuring interdisciplinary coherence and coordination.

CONCLUSION

In conclusion, we come to the idea that in order to improve the educational process, it is necessary to develop scientifically based requirements for the consistency of professional education, use the content of related disciplines and increase the effectiveness of training using similar interdisciplinary methods and tools. The development of an integrated support system and topics based on the orderliness, interconnectedness and consistency of students learning can be done by providing special attention.

REFERENCES

1) Antonova I.V. Implementation of the principle of continuity of teaching mathematics in secondary and higher schools: Dis. ... cand. ped sciences. - M .: Moscow State University. 2005. –136 p.
2) Soldatova G.T. Didactic support for the continuity of mathematical training of students in the system of "college-university": Dis. ... cand. ped sciences. - M, RSL, 2003. - 142 p.
3) Tukhtaeva Z.Sh. Methodology for ensuring continuity in vocational education. Dis. ... cand. ped sciences. - Tashkent. 2012. -- 177 p.
4) Tukhtaeva Zebo Sharifovna. Organizational-Methodological and Inter-Objective Integrations In Teaching Special Disciplines. European Journal of Research and Reflection in Educational Sciences. Vol. 7 No. 12, 2019. Page 136-139. www.idpublications.org
5) Tukhtaev X. Continuity in the cultural heritage and its social significance // Social Sciences in Uzbekistan. - Tashkent, 1997. - No. 3/4. - p 77.