

To Develop Professional Training of Professional Education Specialists by Ensuring Continuity

Valiyeva Feruza Rashidovna PhD

Institute for Retraining and Advanced Training of Preschool Education Personnel and Manager, Uzbekistan

ABSTRACT

This article substantiates the relevance and necessity of the theoretical foundations of ensuring continuity and continuity in the process of training specialists, provides an analysis of scientific research, theoretical foundations, problems of their improvement; reveals the essence of the concepts of belonging and continuity on the basis of scientific analysis.

KEYWORDS: *continuing education, competitive personnel, didactic synthesis, educational cluster*

According to the new version of the Law of the Republic of Uzbekistan "On Education", one of the main principles of the state policy in the field of education is the basis of the system of continuing education, the priority direction of socio-economic development of the republic, meeting the economic, social, scientific, technical and cultural needs of the individual, society and the state, creating the necessary conditions for the formation and training of highly qualified competitive personnel, ensuring the consistency of educational programs at different levels in accordance with state educational standards and pre-school, general secondary, vocational education, higher education, postgraduate education, training and retraining, as well as extracurricular activities.

It is known that the system of continuing education in the country, as one of the most important social institutions for the modernization of social spheres and sectors of the economy, performs educational, pedagogical, economic, social and cultural functions. For their successful implementation, it is planned to create pedagogical conditions for the development of students' creative and independent thinking, professionalism and high spirituality. However, since each stage of social development requires the emergence of new requirements and needs, the methodology of continuing education also needs to be improved in a coordinated manner. They are focused on the analysis of the problems of the holistic development of the student's personality in general secondary and vocational education:

non-compliance of the knowledge and skills formed in the system of continuing professional education with the requirements for the level of social, scientific and technological development of the society;

- the discrepancy between the knowledge and skills acquired by students in the educational process and the structure of professional skills and competencies required to work as a specialist;
- inconsistency in ensuring the relationship, consistency and prospects of all components of the pedagogical system, including the purpose, content, methods, means, organizational forms of training and

education in the formation of the student's personality;

- The narrowness of the software and methodological support for speeding up students' activities based on the formation of skills for independent.

Based on these problems, didactic conditions are created to ensure the interconnectedness, relevance and purposefulness of the components of the professional and pedagogical system at all stages of the educational process for the development of a fully mature creative personality in the system of continuing professional education, the development of continuous professional training of future specialists. The stages associated with it represent the consistent development of future specialists as subjects of education in ensuring the continuity of professional education. In the national model of education, this idea is recognized as the main subject and object of the training system, the consumer of services in the field of education.

In this study, the continuity of learning in the educational process is considered as a system that includes a number of structural components that correspond to practical learning (in content, form, methods and tools). At the same time, integration in the process of practical training is carried out in the form of three types of components:

- in the context of training
- in the methods, forms and didactic methods of teaching
- in training manuals.

It should also be noted that the structural components of the continuity principle are interrelated with some other general didactic principles (consistency and structure in training, popularity), which are common to all educational institutions and characteristic of vocational education institutions (professional orientation, educational and work motivation).

In the system of continuing professional education, the continuity of the training content remains relevant to improve the effectiveness of the development of multi-level educational programs. The membership-based learning process provides quality training for professionals.

Continuing professional education is aimed at the holistic development of a person throughout life, expanding opportunities for appropriate employment and social adaptation in a rapidly changing world, while in traditional education, a person is considered as a program element of the education system.

Continuing education is formed through the independent acquisition of knowledge, skills, abilities and competencies, their search and discovery, independent teaching methods.

Based on scientific analysis, it can be concluded that membership is an interconnected system between all the stages that arise on the basis of each stage of the learning process and constitute its internal conditions.

The principle of "continuity" in education can be considered in several different forms: by type of education, stages, disciplines and topics. It should be noted that continuous learning is an integrated learning system that is based on a logical sequence and consists of stages that develop from simple to complex and complement each other.

The next level of integration of the content of education is the level of didactic synthesis. This level of integration of academic disciplines is based on one of them. At the same time, each of the interacting objects retains its status and conceptual basis. The level of didactic synthesis implies not only the integration of subjects, but also the

procedural synthesis established by it, which implies, first of all, the integration of forms of educational activity in general education and professional science. The study of interrelated educational material through integrated didactic synthesis in the learning process, that is, the assimilation of certain professional material occurs in the process of its study in the general educational process.

One of the mechanisms for the development of vocational education is a cluster approach based on interaction, cooperation, and dialogue between stakeholders, i.e. educational institutions, employers, government agencies, and public organizations. One of the forms of cooperation is the creation of educational clusters in the regions. The need to address the cluster approach is determined by the advantages of the cluster, which is an organizational form of combining the efforts of stakeholders to improve the effectiveness of the regional system of vocational education (figure -1).

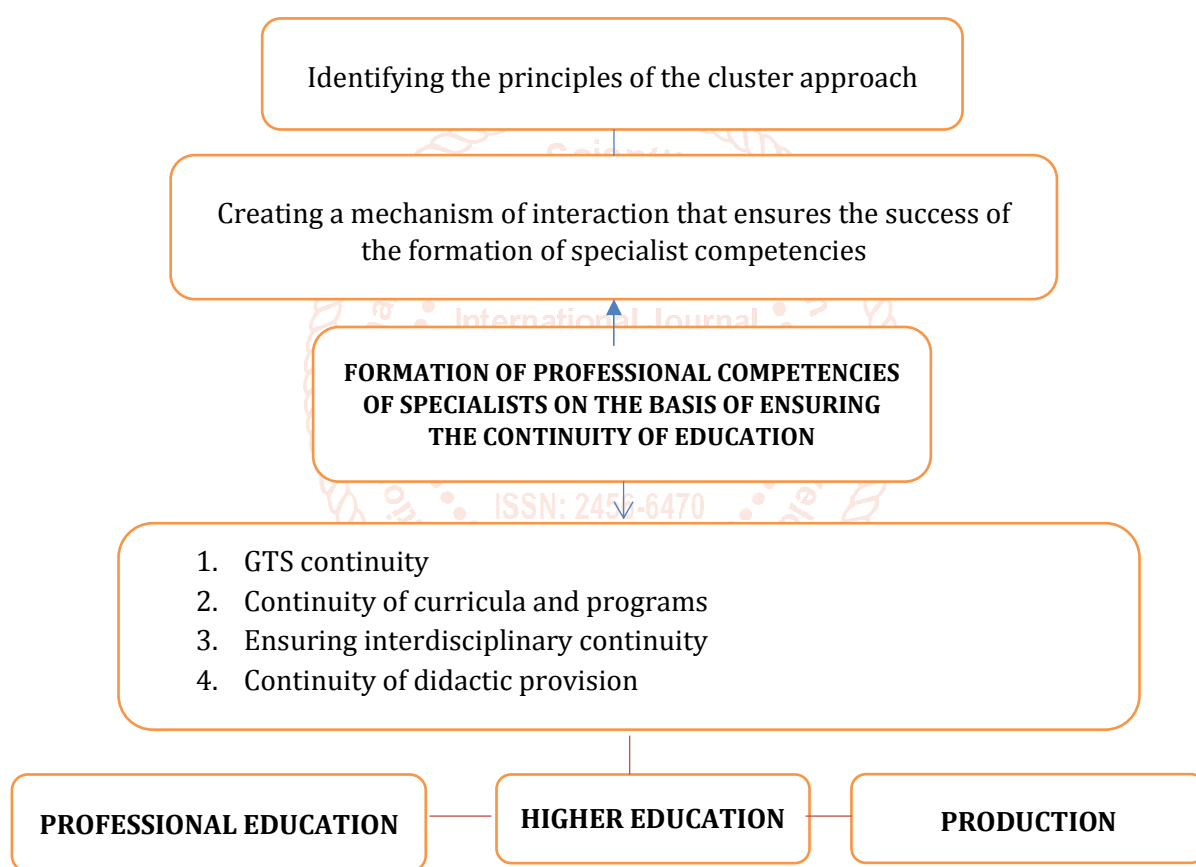


Figure 1. Cluster approach in the formation of specialist competencies in the system of continuing education

An educational cluster is, on the one hand, a set of interconnected professional educational institutions that combine industry characteristics and partnership with industrial enterprises; secondly, it is a means of learning, mutual exchange of experience and self-determination, located in an innovative, mainly horizontally connected science-technology-business chain.

The cluster approach in vocational education is to coordinate the needs of production and training programs. Production associations form orders for the training of highly qualified specialists in vocational education institutions.

There are three organizational and pedagogical conditions for multi-level professional training of future specialists in the system of continuing professional education:

organizational and managerial (acceleration of training), psychological and pedagogical (implementation of the pedagogical principles of cultural studies), practical and methodological (control of educational and methodological work and control of the results of educational and production activities) blocks.

We can conclude that the cluster approach to vocational education is the formation of orders by production associations for the training of highly qualified specialists

in vocational educational institutions by determining that the needs of production and training programs are coordinated, and all levels of vocational education are interconnected and interactive.

REFERENCES

- [1] Valieva F. R. Cluster tizimini shkuv-ishlab chikarish mazmualariga zhor etishning shziga khos khususiyatlari. // "Halk ta'limi" ilmiy-metodik journal 2018. No. 4-son. 106-113-bet www.xtjurnali.zn.uz
- [2] Volov V. T. Fractal-cluster theory of management of educational structures: monograph / V. T. Volov. - Kazan: Publishing house of the Kazan State University, 2000. - 303 p.
- [3] Jonathan Salt and Ed Paisley Innovation Clusters Create Competitive Communities. - Huff Post Social News September 21, 2009.
- [4] D. RRakhmatullaeva «Teach future entrepreneurs to manage in team» Journal European research. -USA, 2016: № 8 (19). <https://cyberleninka.ru/article/n/teach-future-entrepreneurs-to-manage-in-team>

