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Planning Interdisciplinary Integration at Higher Education and Its Importance in Learning Process

Key words: *integration, higher education, learning process, curriculum, education program, planning, training.*

Annotation: *the article deals with integration in higher education, its importance and planning in the learning process. And also about the integration and interrelation of curriculum and programs, about the integration processes in education, about ensuring interdisciplinary connections.*

In our republic, a new national model of personnel training provides for the integration and solidity of higher education with the production process. In consequence of this, it became necessary to revise the concepts of educational content and its organization.

Once in higher educational institutions of the Republic of Uzbekistan there is such an urgent problem, which consists of ensuring continuity and integration of professional and pedagogical education, it means that the time has come to solve it, based on the requirements of continuous education and scientifically-practical proposals.

The primary research conducted by us shows that learning on the basis of successive subject-oriented programs, improving the education of students, can achieve positive results in the development of their abilities to work independently, to learn practical skills. Another topical issue in today's higher education system is ensuring the continuity of textbooks on special subjects.

In vocational education it is possible to achieve a successful mastering of students' subjects, through planning and ensuring continuity and integration of pedagogical, psychological and special subjects. And also, the introduction of new pedagogical technologies in the process of teaching in conjunction with training on the basis of successive curriculum that will ensure the guaranteed achievement of educational goals.

According to the researchers, ensuring integration between subjects will allow not repeating topics, master a large amount of material for a small amount of time, which means saving time, and also contains organizational tasks. If we take the abovementioned into account, the profitability of training will also increase.

Integration with their systematic and purposeful implementation, act as a didactic principle, as the principle of designing a didactic system.

Integration, to a certain extent, resolves the contradiction existing in the subject system of education between students who have been scattered in subjects and the need to synthesize a

complex application in practice, work activity and human life. The main thing is the ability to establish relationships between concepts, laws, studied in the classroom in various subjects.

The organization of the work of the teaching staff on the problem of integration includes two main and interrelated areas: planning the educational process, taking into account integration; implementation of joint educational and methodical work of teachers of related subjects for the implementation of integration.

When planning the integration, first of all, there are issues that are reflected in the programs on related subjects. In this connection between the objects can be: synchronous, perspective, retrospective. However, the connections between subjects are not always reflected in the programs and are not immediately visible, they need to be thought out and specifically introduced into training in order to assimilate the system of knowledge and the formation of a scientific world view.

The classification of methodological techniques for the implementation of integrations is subject to the general principle of the division of methods, organizing: interdisciplinary exploratory cognitive activity; reproduction of knowledge from other subjects and contributing to the solution of interdisciplinary problems; auxiliary.

The integration of subjects in this case is possible when the following conditions are met:

- in the integrated subjects of study subjects must coincide;
- the same (or similar) research methods should be used.

Integration processes between general and vocational education and directly in vocational education itself stimulate the development of the integration of their content through the provision of:

- development of a system of multi-level vocational training and creation of educational programs that ensure the interconnection and integration of the content of vocational education at all its levels, the accessibility of their development;
- continuous development, socialization and professionalization of the personality of a specialist.

The essence of the principle of integration is that the previous development of the personality is interconnected with its subsequent development. The depth and completeness of the acquisition of new knowledge and skills depend on how strong and multilateral relationships are with existing knowledge and skills.

At the same time, integration in the “school-college-university” system is accepted by us as a backbone principle contributing to the development of the educational process, i.e. organizations in it the following links:

- the relationship of interdependence determining the consistency of goals, content and methods of training, development and education with educational material and educational activities, individual learning opportunities and their results;
- communication of interaction of teachers and students in the planning, organization and solution of current problems of educational activities;

- feedback taking into account the difference between the goals of learning, development and education and their results, creating a basis for the analysis of milestone achievements and difficulties, both among students and teachers;
- integration is realized in the connections of science and art, intertwining the artistic search with research work, which generates concepts embodied in a figurative form.

As a pattern of development, integration characterizes, if not at a high level, but with a kind of return to the old, a repetition at the highest level of certain aspects of the previous stages.

Thus, the integration of the content of educational programs of continuing education, it is advisable to consider from the perspective of the theory of integration of content at the interdisciplinary level. This approach determines the construction of a predictive model for the integration of the content of continuing professional education, taking into account the personal life and professional experience.

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