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Integrative Activities in Providing Quality of Training Teachers of Professional Education

Key words: *integration, quality of training, seasoned professional education, integrative activities, combined integration and academic mobility.*

Annotation: *This article discusses integrative activities to ensure the quality of teacher training in the professional - pedagogical education.*

The purpose of professional-pedagogical summarizes to provide with an efficient training the trained personnel for all educational structures, in accordance with professional teaching, for entering the contribution in the decision of the social problems to employment of the population in condition of labor market and worker power.

The direct problems of professional-pedagogical education involve to provide vocational educational institutions with specialists, to organize capability and to realize necessary fundamentally, whole technological and special professional training on actual educational directions and professions. It is connected of the problem of the formation with the public significant personality, capable to efficient activity in sphere of the vocational education.

The basic professional-pedagogical education is the secondary professional and high educational institutions, providing whole complex of educational activity, connected with trained personnel ensuring of the vocational education.

The integrative activity of the future teacher of the vocational education, realized in professional educational projects, it must be productive, that to have its expression in wholeness of the information systems in educational institution. The most available product of the integrative activity in condition of the professional training is the electronic educational resources (EER), to create the vocational education which for future teacher, it is required to possess the modern facilities, forms and methods to structure the educational materials, one of which is the technology of hypertext structuring (1).

An academic transportability in broad sense (such as process of getting over the barriers-organized, language, inter-cultured and inter-countries) is unconditional value of the world organizing culture and obligatory forming integrative activity of the teacher of the vocational education at the moment stage as in process of teacher's professional training in pedagogical higher education, so and in next conditions of the educational institution.

The academic transportability in narrow sense (such as personal character) is a competency of integrative activity and it requires the development in process of the professional training.

Development of academic transportability of the teacher of vocational education is connected with realization of the dialogue with other subjects of the education and it is based on using:

- A natural language, including foreign;
- A professional language of integrative activity, as which in our research appears the unified language of modeling (ULM).

It was studied that the most important condition of teacher training of professional education to create of the programmed products as more intellectual EER is a development to readiness to object-oriented modeling and projecting, which it allows to form the process development of resources on system level, corresponding to project-technological type of the organizing culture.

The given tasks can be effectively solved in students' projects on development of the programmed products, having following stages:

- 1) Construction of diagrams of the objective sphere, containing objects of the objective sphere or conceptual classes, separated with handhold on standard classes, as well as associations between conceptual classes and attributes of the conceptual classes;
- 2) Creation of the text descriptions of precedents (the variant of the use), reflecting as the main, so and alternative flows of events (It is necessary to provide the different variants of the interaction of the users with working out the programmed products);
- 3) To do review the requirements, in the course of which it is realized by students a check of consensus of the point description of the task, diagrams of the objective sphere and descriptions of precedents (the variant of the use);
- 4) Construction for each variant of the use of diagram availability, on which pointed classes are expressed, border classes and managing classes;
- 5) To do review in common with teachers of the preliminary project, including check of consensus models of the objective sphere of the diagram fitness, as well as check of the degree fullnesses of the task attributes with essential classes;
- 6) Construction for each text description of the variant of the use the diagrams of sequences;
- 7) To do review in common with teachers of the final project, which problems are determination of the correspondence to the worked out models of the programmed systems for requirement of the customer, and making decision about transition to phase of the realization (3).

The formation of the organizing culture of the teacher of the vocational education occurs in continuously professional integrative activity (Sharipov, 2005), based on analysis of pedagogical situations of modern methods of cognitive modeling and forecasting; the building and visualizations of cognitive models, modern ICT; formation of corresponding competency of integrative activity in composition of the educational project (5).

Professional-oriented preparing of the personnel in condition of integrative interactions is conducted on vertical, horizontal, multifunction and international integration:

1. The integration of the vocational education on vertical: creation and fastening the secondary, special educational institutions under high educational institutions as the type of college-high educational institution, academic lyceum-high educational institution.

This allows: to provide organizing and methodical receivership on levels of the vocational education; to realize target preparing specialists for decision of the branch problems; to use the material and technical base and professorial-teaching composition of HEI under preparing specialists of middle section.

2. The integration of the vocational education on horizontal: expansion of the possibilities of universities in cooperation with scholastic-research-and-production associations for preparing competitive specialists with high vocational educations.

This integration allows: effectively use the pedagogical, scientific and material and technical potential; to provide the interaction of academic and branch sciences with educational process in educational institutions; to develop experienced-experimental and material and technical base of the fundamental researches for jointly use with scientific employee, teachers and producers; to form the information base of the fundamental researches for use in educational process.

3. The multifunctional integration of the vocational education (on vertical and horizontal) - a creation of scholastic-research-production associations for preparing competitive specialists on the different levels.

The international integration of the vocational education is provided by ways of : a cooperation with the developed high educational institutions on the directions and professions, connected with market and international relations, by high and scientifically based technologies and ecology; teaching the powerful youth in advanced educational institutions of the developed countries; the developments of the relationships with foreign educational institutions and research centers with the aim of broad exchange of students, teachers and researches working for a doctor's degree (1,5);

The integration of the vocational education, science and production are the most perspective on following directions for preparation of specialists: a chemistry, an ecology and nature use, a geology and exploring useful fossils, mountain and oil gas work, heat- and electric energy, technology of new materials, avian construction, metrology, standardization and certification, chemical technology and biotechnology, technology of textile products and light industry, technology of the processing of raw materials from beginning until final products, architecture and construction, agricultural chemistry and soil science and others.

The quality as notion relative has two aspects. The firstly, it is a correspondence to standards or specifications. The secondly, it is a correspondence to inquiries of the consumers. The first correspondence sometimes is named as the quality with standpoint of the producer. On quality of the product such as service a producer understands constantly answering to the demands of standards or specification and thinks the product and service that they should correspond to demands of quality (5).

Who must solve, are there qualitative services of the educational institution? It is important to clear, who is given the quality estimation by: producers and consumers. The glances of the producers and consumers do not always coincide.

It happens often that best and useful production or services are not adopted. The production of the products in accordance with standards does not guarantee its sale. It is important to analyze the quality by different standpoints:

Stage 1. It directs to study the condition of the education of special discipline with provision for integrative approach. It shows the development of models of the education of special discipline with accounting for integrative approach. It summarizes the development of the methods of the determination and estimations of the educational services. It involves the data about conducting a form test and form questioning, observations and conversations. The stage belongs to study and collect leading in system of the education. To conduct a marketing research on the market of the educational services is described.

Stage 2. This stage involves the information about determining and practical application of the forms and methods of raising efficiency of the education of special discipline with accounting for integrative approach. A basing of the methods of the monitoring of quality contents and process of the education is described in the stage. The development of recommendation on improvement of activity of marketing sections is given in the stage.

Stage 3. The development of the methods of integrative approach to education of special discipline with accounting for integrative approach, the determination of principles and criterions of the contents and process of the education, the development of innovation forms of realization to integration processes of preparing the personnel with production are summarized at stage of 3 (1,5).

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