

**Gulom O. Bokiyev,**  
Lecturer,  
Karshi Engineering-Economic Institute

## Factors Providing Interconnectivity between Higher Education Stages and Qualification Upgrading Courses

**Key words:** *continuous education, higher education, qualification upgrade process, interconnectivity, interdisciplinary connection, activity, psychological, pedagogical, teaching process, principles.*

**Annotation:** *this article describes the factors of providing the interconnectivity between higher education stages and qualification upgrading courses. Moreover, the principles of interdependence of pedagogical multi-disciplinary subjects are elaborated in higher education and upgrading education.*

Emphasis on emotional activities in educational institutions, and the widespread use of factors that increase the level of competence, activity, curiosity, creativity, independence of students has become apparent today. Continuity in education is based on the following Psychological principles: understanding, moral condition, but it is reflected in personal activity. The psychology and activities, the social nature of psychic activity have been studied by L.S Vygotski, and to understand human psychology, one should pay attention to his life, living conditions and activities.

Activity is a community that connects people with the world and is focused on meeting the needs and interests. A. N. Leontev proved to be a solid example of internal psychological activity in external practice. The problem of connectivity between learning components, their installation and consciousness, and their complexity and relevance for some kind of action, all involve the analysis and synthesis of knowledge.

Thinking, as well as external (practical) activity, directs the subject to the world, without it, it is impossible to pass knowledge, that is, to perceive it.

The central component of the theory of step-by-step formulation of mental movements is the action, which is a unit of activity in action. Each action is a combination of specific operations that are performed according to the established order and rules. Implementation of actions by the subject always involves a specific purpose and is achieved as a result of some kind of motive. According to the task of performing actions are divided into the following three parts: the action orientation, performance, and control. "Every action of human, depicts the specific managing micro system" (3, p. 57).

According to this concept, mastering the external world as material knowledge is understood as the passing of it to other stages. Talizina N.F. indicates the following stages of mastering:

1. Drawing up a scheme of linear action. At this stage, teachers provide necessary explanations about the intended purpose, object, and targets. Here are some of the first things to do with the actions that you can imagine, but the students do not do the same.

2. Material formation of the actions. The students undertake their actions in an external form.
3. Formation of actions at the type of external oral activity.
4. Performing the action as the form of external speech.
5. The inner speech formation of actions is imagined as a mental activity or an act of thought.

After these stages, actions can become the personal property of the trainee.

The system of knowledge acquisition and the formation of appropriate mental activities are as follows. "First, the quality of learning is determined by the appropriate functioning, secondly, its main features, thirdly, the basics of the activity, and the width of the knowledge gained in it" (3, p. 57).

To ensure continuity between the undergraduate and graduate levels of higher education, first of all, it is important to take into account the psychological peculiarities of the involved students.

Usually the age of the student is 18-25 years. The main difference between the students of academic lyceums and professional colleges is their different lifestyle. In other words, when the pupils have the theoretical nature of the issues they are asking for, the students participate in a research-based learning work that helps them to find practical solutions. This is particularly evident in the graduation phase. Therefore, in the development of the problem of interconnection between the bachelor and master's degrees of higher education and qualification upgrading in higher education, first of all, it is necessary to define such trunk lines that they will be able to move from one system without any significant stress. These lines can be separated by analyzing similarities and differences between the two stages discussed of the system. Experiments show that alumni of the university have a lot of time to adapt to their production environment. Young professionals do not fully support the knowledge, skills and skills acquired in higher education institutions during their production activities. The effectiveness of production is higher than the level of technical and technological equipment. Because, when a student sees an ideal environment in a higher education institution, he / she can work in a different position in the production, for example, with a variety of objective and subjective reasons, in a word, complex knowledge, experience, character, patience. Therefore, the laboratory situation necessitates the creation of conditions that enable the smooth transition to real production conditions without difficulty. It requires a holistic system, which involves the integration of education with the process of professional pedagogical activity, the formation of students' independence and creativity. The interconnection between higher education and advanced training systems involves the training of cadres who are in constant harmony with life. At the same time, a greater number of problems arise from the organization of educational process. In the upgrading courses, the learning process needs to be arranged on the basis of direct practical activities, needs and requirements of the specialists. Therefore, training and retraining should be highly flexible and should be of invariant nature. This will not only change the content but also change organizational forms, methods and means of implementation. In addition, continuity in the upgrading system should only be carried out in the vertical direction, i.e. between the modules being studied. The rational structure of the curriculum has a major impact on how extreme volunteering is carried out. It is necessary to organize educational work with fast flexible, variation content, forms, methods and tools for the upgrading system. The

role of the deanery is greatly enhancing the capacities of chairs in one direction when maintaining continuity in the upgrading courses. At the same time, collective scientific-pedagogical work will increase the professional skills of teachers, studying and promoting advanced pedagogical experiences.

Thus, the goal of continuity between higher education and training is to establish such sutures between these stages or species, allowing continuous training of specialists who are in harmony with modern science and technology development and advanced production technologies.

Science and technology development and advanced production technologies have a strong impact on the education system, and change its purpose, content, structure and scope. This can be explained by the following:

- New scientific disciplines will appear as a result of the interaction of various disciplines;
- The peculiarity of knowing the world (objective universe) requires specialization and differentiation of science in a narrow range;
- To develop science and education, to form a holistic viewpoint, it is necessary to regularly study and summarize scientific knowledge. Integration of learning subjects with synthesis of knowledge;
- The rapid development of science and technology, the rapid introduction of advanced production technologies, and the rapid development of scientific and technical information, with some knowledge being outdated;
- Requirements for the implementation of scientific knowledge are intensified and put new requirements to the education system;
- The existing specialization and occupations are new, new or emerging quality.

Thus, the differentiation and integration of science leads to the integration and degradation of the subject matter. There is a link between the differentiation and integration of curriculum subjects.

Interrelationships between higher pedagogical and cadre education are implemented through a single step involving the interconnection of knowledge, behavior and ways of action and the relatively high and extensive knowledge and behavior of subsequent personality traits. Successful implementation of diligence has the following two factors:

- Providing theoretically ideal constraint in the curriculum (standard, curriculum and curriculum);
- The level of real training of the participants (students and teachers) in the educational process.

The most important thing to do is to establish an interdependent relationship between higher education and retraining, and to establish relationships between previously acquired knowledge and experiences that need to be rebuilt, whether they are internally part of a subject or other external subjects possible. Extensive involvement is always accomplished through a logical linking, with the aim of forming a higher level of knowledge.

At the beginning of the educational process, the structure and logic of new training materials (basic knowledge of pedagogical workers and retraining courses, pedagogical experience, experiences, interests, wishes) to ensure optimal interrelationship between the acquired learning materials and materials, requirements and needs, type of education, methods of its

implementation, tools, etc.). This is particularly important in establishing the link between learning content and methods. In the early stages of the training and retraining courses, it is important to use the techniques that enable listeners to explain the essence of the conversation, and then use the techniques of working with smaller groups of independent creative descriptions, working with technical and regulatory documents, and problematic learning methods. In this case, the audience gradually learns new working conditions. The tutor guides them with learning and learning. Thus, the theory of "Behavior Based Bases" put forward by psychologist P.G. Galperin is put into practice.

Processes of upgrading and retraining involves the expansion, deepening and innovation of a range of pedagogical-psychological educational subjects that they have acquired in practice during the practical and pedagogical activities of teachers and higher education institutions. That is the way to ensure the harmony of the lifestyle of teachers, engineers and pedagogues and managers of secondary special and vocational education institutions, the required quality and efficiency.

Establishment of an enormous relationship ensures the scientific knowledge acquired; the essence of pedagogical objects (the event, the process, the participant and the laws of their co-operation) are understood as possible. Logical and structural relationships are established, and the level of professional development and retraining of students increases their confidence in their knowledge. This, in turn, will improve the pedagogical skills and, ultimately, the effectiveness and quality of education.

Establishing an inclusive relationship is particularly important in developing new ideas and behaviors. For this purpose, the initial stage of the training (modern course) is aimed at reassuring the knowledge that has become the property of the listeners.

This can be done through:

- a) The teacher of the advanced training and retraining course considers that the trainees have necessary basic knowledge, professional-pedagogical abilities and skill, and relies on the new ones.
- b) The teacher himself mentions the information and behavioral patterns and personal qualities that he / she carries out with the necessary basic function.
- c) Records or repeats the necessary material using interviews or referrals.
- d) Recruiters can work independently or in small groups, and re-memorize the necessary knowledge and attitudes.

The second phase of the classroom (contemporary course) is the organic linkage between the newest knowledge and skills in shaping new concepts and behaviors. At the same time, various organizational forms, methods and means of application are used, depending on the concrete situation of the educational process. Among these methods are the following:

- a) Demonstration, interview, expression of professional behavior, emphasizing the involvement;
- b) Orientation towards the establishment of an integrated approach to the teaching and learning activities of the trainees of the advanced training and retraining courses;
- c) Creating problematic situations;

d) Comprehensive use of a variety of factors that encourage the audience to learn from their learning abilities.

At the stage of application or strengthening of the course, logical cohesion is established to find solutions to professional and pedagogical situations. For example: "Lessons", "Requirements for the lesson", "Important aspects of the course", "Types of lessons", which are used in the course of "General Pedagogy" on "Forms of Vocational Education". Prominent and contrasting aspects of contemporary and traditional lessons are emphasized. It is proved by the fact that modern lessons can have relatively high quality and efficiency. Thus, it is sure that in modern courses the conscious participation, activeness, independence, dedication and co-operation of the students can be achieved with high results.

Then the specific factors of activation: the forms of organization of education, the methods and means of implementation, the conditions of their use.

Implementation of extensive involvement depends on the participants in the process, and it is important to distinguish between the characteristics of the learning material and external factors.

Internal factors are largely dependent on the interests, needs, diligence, mastery of the listeners, in short, the understanding of their mission. External factors include the size, structure, difficulty, and significance of the training material. The content of the curriculum or the content of the learning material guarantees that learners' knowledge, attitudes and personal qualities continue to grow, expand, and deepen. Usually, interdependency allows you to analyze various curricula, create a list of key themes, and establish relationships among them.

First, the knowledge gained through acquired and the new knowledge, the way of behavior and the personality of the future, and the historical principle of their personality, will allow them to have a systemic nature.

For example: it is best to use methods that provide high level of activity, such as conversation, hysterical conversation, and so on, not from the problem-solving techniques in the first session. Ensuring coherence provides an opportunity to link illustrative and conceptual elements and serve as a reliable tool for shaping knowledge, behavior, and personality traits.

In this process, it is commonly formed to deal with the complexity, the uncertainty, the difficulty, the general public, or vice versa. This is especially important for professional pedagogical activity. It is possible to raise the level of their knowledge by attracting the attention of those who are motivated by psychology, ie, the method of private or general generalization.

Extravagance has a strong relationship with all the principles of vocational training, especially with regularity and sequence. The content of education is consistent with the principles of consistency, consistency and continuity in organizational forms, methods and tools of implementation. Systematization of the material in a logical sequence and the continuity of the co-operation between the participants of the educational process take into account the following:

a) Educational, educational and development goals and objectives;

b) The content and logical nature of the curriculum is based on the principles of the learning process and its principles.

It is important to keep in mind that in the upgrading courses, it is important to keep in mind that not all the materials listed in the curriculum are always clear to all listeners. Because, the content and structure of the subject matter is formed on the basis of empirical and intuition based on the scientists, specialists, methodologists. Typically, the authors of the curriculum, which develops normative and methodological documents, seek to bring together the scientific knowledge as follows: science basics (subjects), their didactic transformation - by the students.

Initially, students do not have systematic information about the object being studied, and it is achieved over time. Accordingly, a teacher training course should identify and act on the needs and needs of the trainees, so that they can organize and guide the learners' learning activities in an appropriate way. If this is not the case, the upgrading of the skills will be interesting and incomprehensible. It is advisable to follow the following rules in order to study the pedagogical multi-disciplinary learning content in the higher and advanced training, following the principle of continuity:

- To distinguish the basic elements (evidences, concepts and statements, comments, laws, rules) from the subject being studied;
- To define materials that serve as a basis for the acquisition of new ones by logical analysis of previously studied material;
- To define which concepts and behaviors need to be updated on the subject or course;
- Determine if and when learners of the course will learn how to adapt this material;
- apply the methods of successful updating of the concepts and methods of behavior defined in the above;
- To prioritize the acquired knowledge to establish the relevance of the newly researched material and to justify the origin of the new material;
- At the same time, it is clear that learners of the course of advanced knowledge, methods of behavior and retraining will be able to show in perspective, in particular how to use them in their practical work.

**References:**

1. *Abdukudusov O. Vocational Education Teacher Training Issues: Public Education, 2005, № 2; 62-66.*
2. *Olimov Sh. Importance of interdisciplinary communication in the spiritual and moral education of students: Continuous education. Tashkent, No. 5, 2005; 79.*
3. *Talyzina NF. Managing the process of mastering knowledge. Moscow, 1975; 57.*