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PEDAGOGICAL CONDITIONS FOR TEACHING SPECIAL SUBJECTS BASED ON AN INTEGRATIVE-MODULAR APPROACH

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ABSTRACT

This article studies the pedagogical conditions for teaching special subjects based on an integrative-modular approach, and the issue of continuously improving the professional education process in the world, developing the professional training of future specialists, and teaching special subjects based on innovative educational technologies, which are an important part of professional training in professional educational institutions, is being actively studied

Keywords: *professional education, special subjects, didactic principles of teaching, science - education, personnel training, youth, methodology of teaching special subjects, tasks of special subjects, transformation, electronic educational methodological complex.*

MAXSUS FANLARINI INTEGRATIV-MODULLI YONDASHUV ASOSIDA O‘QITISHNING PEDAGOGIK SHART-SHAROITLARI

ANNOTATSIYA

Ushbu maqolada maxsus fanlarni integrativ-modulli yondashuv asosida o‘qitishning pedagogik shart-sharoitlari o‘rganilib, Jahonda professional ta‘lim jarayonini uzluksiz takomillashtirib borish, bo‘lajak mutaxassislarning kasbiy tayyorgarligini rivojlantirish hamda professional ta‘lim muassasalarida kasbiy tayyorgarlikning muhim qismi hisoblangan maxsus fanlarni innovatsiyon ta‘lim texnologiyalari asosida o‘qitish masalasi faol o‘rganilmoqda

Kalit so‘zlar: *professional ta‘lim, maxsus fanlar, o‘qitishning didaktik tamoyillari, fan – ta‘lim, kadrlar tayyorlash, yoshlar, maxsus fanlarni o‘qitish metodikasi, maxsus fanlarning vazifalari, transformatsiya, elektron o‘quv metodik-majmua.*

INTRODUCTION

The issue of continuous improvement of the professional education process, development of professional training of future specialists, and teaching special

subjects, which are an important part of professional training in professional educational institutions, based on innovative educational technologies, is being actively studied in the world. In the most advanced educational centers in developed countries (Center for Creative Leadership Courses, IEDP, MOOC, CPC), “the issue of developing professional education, in particular, the use of innovative educational technologies in teaching special subjects, the use of active learning methods, and improving the professional training of students is being studied as an urgent problem” This indicates the need to improve the professional training of future specialists being trained in professional educational institutions and improve the methodology for using modern educational technologies in the process of teaching special subjects

The purpose of developing a vocational-technological system of teaching special subjects is to combine the results, principles and results based on scientific laws, taking into account the complex of various factors combined with the organizational links of the system in order to achieve a high level and quality of professional training of students. The system of teaching special subjects is technological is calculated, because it is designed on a technological basis; the essence of the process component consists of technological practices of vocational education coordinated with the processes, procedures, and actions of development; all educational tasks are solved on the basis of educational and cognitive activity, development and upbringing technologies established in the educational process of students; The technology of the educational process itself is included in the professional and technological system as its component.

We will consider scientific hypotheses, methodological rules, driving forces for the development and improvement of the vocational and technological system of teaching special disciplines, the functions implemented, the scope of application, features, laws and principles, in accordance with the methodological and systematic approach. In order to form the purpose of the vocational and technological system of teaching special disciplines, we proceed from the definition of a special discipline, the development of professional activity, technological, We use it as a system of general scientific, general-developmental, general-industry, general-professional and special-professional creative foundations of knowledge, skills and qualifications, which ensure the implementation of organizational and management types by specialists, the achievement of the goals, characteristics and leading objects of education of a specific subject.

Analysis of research in the field of designing professional-editorial systems allows us to identify a stable trend in designing professional education on the basis of a systematic approach based on considering objects as systems, to direct research to

reveal the integrity of the object, to identify various connections in it and to combine them into a single theoretical picture. First, its separate structural The structural and functional relationships between the parts of the professional-technological system are of great importance. In fact, the goals, tasks, content, process and results of teaching special disciplines are the main structural parts of the system. At the same time, the relationships and relationships aimed not only at the final result, but also at the process of achieving it are of great importance.

Various aspects of the professional-technological system The process of moving towards the final goal, which is characterized by levels, stages, and even each lesson, its stages, periods, and technological steps, is gradually achieved. The conducted studies confirm these scientific evidence and phenomena, socio-professional conditional relationships are their internal structure. In addition, "they are not subject to the environment" In the relations with the external system, the social aspects: social order, social goals, socio-professional results are expressed as values and goals of teaching specific subjects, as scientific phenomena of socialization and professionalization, as social requirements for professional activity. This is confirmed by scientific research.

At the same time, the integration and differentiation of the elements of the structure and functions of the professional-technological system of teaching special disciplines, the emergence of internal interdependence in their significant, technological manifestation, are manifested as a subsystem. They are interconnected both as a law and as phenomena inherent in the constituent parts of the educational system.

In modern conditions, the goals and objectives of vocational education are increasingly being focused on the implementation and development of the components of values and motivation in the educational process, in connection with the independent self-realization of a modern qualified worker and specialist. It also determines the social, cultural, economic and labor needs of the individual - moral standards, freedom of knowledge, independent self-development, independent self-improvement, and the psychological and pedagogical goals of vocational education, including the highest goal - the fulfillment of the individual's personal and social aspirations.

ANALYSIS OF LITERATURE ON THE SUBJECT. This positive trend will further develop in the direction of encouraging and motivating students to increase their educational activity and their personal development in accordance with their interests. A modern specialist should be distinguished by high competence, based on the merits of a person who understands the need and needs of people, based on a

humanitarian orientation based on the unconditional mastery of the achievements of scientific and technological progress. In the modern situation, the practical direction of education is becoming increasingly relevant. At the beginning of the third millennium, a specialist should be distinguished by a spirit of professionalism, the ability to quickly adapt to changing working conditions. He should be active, dynamic, professional and responsible.

At the same time, the processes of encouragement and motivation, in terms of their essence, are not the same phenomena. Encouragement is an external cause of behavior, which encourages a person to be active. Motive is psychological, internal, individual, personal. Therefore, in the modern professional and technological system of training workers and specialists, motivation is highlighted as a priority in determining the main value and goal in the professional formation of a person, and from its composition, it is possible to distinguish collective and individual motivation in accordance with the integrative-differentiated approach. It is known that collective motivation of educational activity is implemented on the basis of demonstrating the social significance of the final result of education - the development of an integrated profession, specialization. Personal motivation is implemented by identifying the personal essence of each student in comparison with his personal needs, which can be satisfied even in the process of educational activity. This should be done not in the future, when the graduate becomes a worker and specialist, but now, in a specific lesson, in the process of solving a specific educational, work-related task, situation, or problem.

Such an approach to the phenomenon of motivation does not contradict the scientific views expressed in psychological and pedagogical studies of the educational process, both in general education and in vocational schools.

Taking into account the above, as well as based on modern scientific theories developed in the studies of psychologists and teachers, it is possible to assume that one of the leading principles of the concerted foundations of the professional and technological system of teaching special subjects can be a value-motivational approach to the student's educational and cognitive activity. It consists of developing the content, process and result, taking into account universal, professional educational values, collective and individual motivation, based on identifying and demonstrating not only the goals and objectives, but also the social value of the final result and the personal meaning of the process, the intermediate and final results of educational activity.

Practice shows that the differentiation of periods, stages, lessons, stages and periods of students' educational and cognitive activity in the professional-

technological system of education, as a stage of growth in their acquisition of important professional qualities of a modern worker and specialist, can be used to assess the achievements achieved at that moment, to determine the intermediate result of training, development and upbringing in each of them. This, in turn, allows us to consider them as specific mechanisms for solving the main tasks of socialization and professionalization of the student's personality in the process of educational activity.

The study shows that the importance of the functions of each element of the educational process varies significantly. The interdependence of the elements of the lesson structure is one of the most complex. Here, direct and inverse connections, practical and developmental relationships that unite the educational process into a single whole are clearly expressed. Their violation leads to the unstable functioning of the entire lesson system. In the process of research, factors were identified that disrupt the integrity of the interdependence of the elements of the didactic structure of the lesson, which indicates the absence of clear intermediate and final results. The reason for this is the violation of the logic of the psychological-educative interaction between the student and the teacher in the educational process. As a result, the mechanisms of holistic education, development, and upbringing cease to function, and the connection between theory and practice is broken.

Scientific evidence and phenomena allow us to formulate a theory of the concerted foundations of the professional and technological system of teaching special disciplines, which considers the structure and functions of the educational process, its didactic elements - as an open, independent subsystem, which is considered the main mechanism for the implementation of educational tasks, as a mechanism for the advancement of students in solving educational, developmental and educational tasks. It will come out.

With the development of innovative processes related to experimental research on the acceleration of the professional formation of a modern specialist in professional educational institutions, the position and role of the teacher of theoretical subjects, including the teacher of a special subject, is changing significantly. This is especially noticeable in connection with the increase in the share of independence in the process of students' educational and cognitive activity. The teacher should spend more time and effort not on teaching, but on didactically preparing educational materials that are integrated or differentiated depending on the student's level of independent learning ability. Continuous diagnostics of students, determining the individual level of each student's ability to learn a specific subject, requires the appropriate preparation of educational materials for the educational content determined by the professional and professional standards. This didactic preparation,

which has a technological structure, includes a common part for all, strictly taking into account the level of the learner's ability, and a special part for specific support, depending on the individual characteristics of the learner.

In the context of standardization of education, the student masters a didactic unit of content (learning module, learning element) in each lesson. To do this, he must be able to focus on his learning abilities in each lesson and achieve his goals. Therefore, the teacher prepares differentiated educational materials for those who are able to learn independently without the help and assistance of the teacher, for those who are able to learn with the support of the teacher, and for those who can master the content of the educational material only with the help of the teacher. It is not without reason that great attention is paid to the activity of the teacher in the course of research on professional and editorial technologies. "A teacher must understand the essence of the editorial process, understand its deep foundations, respond quickly to changes in the content of education, be able to analyze information on the labor market, study the contradictions between the level of scientific and research productivity in solving editorial and educational problems, and seek ways to correct and improve the editorial system.

"The need to correct and improve pedagogical systems is undeniable. Taking into account the analysis of the considered scientific facts, its prognostic, psychological-editorial and socio-economic orientation, didactic and individual orientation, the features of the hierarchical structure based on the deductive approach, and based on the scientific views of teaching scientists on the process of vocational training and the role of the teacher of special subjects in it, professional It is possible to form a leading role in the development of educational materials for the integrated-differentiated content of education. In the theory and practice of vocational education, great importance is attached to the study of forms, methods and means of teaching.

RESEARCH METHODOLOGY. The common denominator for most of them is the search for active, intensive forms and methods. The main organizational form is considered to be a lesson, labor and professional are considered together with various forms of organization of activity. Methods of vocational training are considered as the main component that forms a system characterized by educational and training processes, the relationship between the teacher and the student, and theoretical and vocational education. Educational tools are considered as a means of achieving the goal of a particular lesson. However, experience shows that in the process of developing the didactic unity of the planned content, the goal of the lesson is achieved when the totality of forms, methods, and means is interconnected as a

subsystem of the didactic structure of the lesson, and the goal is its organizational element at a certain didactic stage.

The educational content developed in accordance with the established goal can be implemented on the basis of forms, methods and means of pedagogical interaction between learners and teachers that meet the goal.

Based on the reviewed scientific facts, phenomena, as well as modern scientific views of scientists and teachers, the leading ideas of the concerted foundations of the professional and technological system of teaching special subjects were formed. They are as follows:

- integration and differentiation of the components of the vocational and technological system of training in special disciplines into the system, reorientation of the relationship and interests of achieving the planned level and quality of training of qualified workers and specialists that meet modern socio-professional requirements, standards and values of vocational education;

- to implement a value-motivational approach to the educational and cognitive activity of students in the practice of the educational process, which consists in developing the goals, objectives, content and process of vocational and technological education, taking into account universal and professional values, collective and individual motivation, the social significance and personal meaning of the process and the results of educational activity;

- to consider the structure and functions of the process of teaching special disciplines in the vocational-technological system, as well as their interdependence as the main mechanism for implementing educational tasks, as a subsystem of an open system, as stages of growth in solving the tasks of education, development and upbringing of students;

- the teacher uses the integrated-differentiated content of didactically prepared educational materials, taking into account the prognostic, psychological, editorial and socio-economic orientation, technological relevance, diagnostic and individual orientation, and deductive approach in the process of teaching special subjects of the professional cycle;

- to provide a network of forms, methods and means of pedagogical interaction with the characteristics of a systematic object as a subsystem of the professional and technological system of teaching special disciplines, which ensures the solution of problems of training, development and upbringing of each student at the appropriate level of preparation;

- to allocate as an independent object of the subsystem for monitoring and assessing the level and quality of professional training in specific disciplines,

"process - result", capable of ensuring the continuity of assessment of each student's learning, development and progress in education.

The driving forces for the development and improvement of the vocational and technological system of teaching special disciplines are determined by resolving the contradictions between:

- the transition to intensive training systems of vocational educational institutions, the inadequacy of vocational and technological theory, as well as modern requirements for technology;

- the level of development of the theory and practice of vocational education, vocational and pedagogical technologies, as well as their adaptation to teaching special subjects;

- the need for teachers to implement special subjects in the integrated-differentiated content prepared from a didactic point of view for vocational education and the lack of scientifically based studies in vocational and technological education;

- the need to ensure the implementation of strictly defined requirements of the state educational standard for the professional training of a modern qualified worker and specialist and the professional formation of the individual

Eliminating these and other obstacles requires a comprehensive approach to designing a professional and technological system for teaching special disciplines on a completely new methodological basis, taking into account the leading features of its implementation and operation. This is due to the objective need to train a new type of workers and specialists: competent, dynamic, professionally independent, professionally skilled, and competitive in the labor market, with a high level of general and professional culture.

In order to create and implement a professional and technological system in professional educational institutions, it is necessary to familiarize yourself with the requirements for the training of workers and specialists for the profession. Because they ensure the formation and development of the scientific worldview of students based on a holistic understanding of nature, society, and the human factor. They receive integrated and differentiated educational content in integrated specialties and professions, and they have the educational competence for vocational education programs, including the education of a system of moral and ethical foundations, the formation of interpersonal relationships, the development of spirituality, and the ability to create, when deeply integrated with general education.

Teaching a special subject is considered in the professional-technological system of teaching special subjects as a process of assimilation of the theoretical foundations of professional activity by students, socialization, professionalization of

the individual, mental and physical development and upbringing, and the formation of worldview norms, views and values.

“The development of the professional and technological system is the establishment of interdependence between the didactic, pedagogical, psychological, technical and technological and logical and physiological laws of the activities of the subjects of the educational process of workers and specialists in the conditions of integration processes in modern production, science, technology, production, production activities and the training of qualified workers, professional and technological "It is considered as introducing new parameters into the structure and properties of components during the preparation process."

The considered methodological foundations of the design of the vocational-technological system of teaching special disciplines, the interrelationship of science, technology and production, on the one hand, and the vocational education system, on the other hand, are important for the formation of the leading methodological state of the concerted foundations of the vocational-technological system as a whole. The foundations are as follows:

- the vocational-technological system of teaching special disciplines is a complex socio-educational system, integrated-differentiated complex, purposeful, intensive, modular, staged, developed with an open system, having universal features, expressed in the possibility of using it to teach other subjects of the general technical and general-professional cycle, and in connection with the standardization of education in the system, there are adaptation mechanisms that correspond to the degree of generalization of didactic units;

- the functioning and development of the professional and technological system of teaching special subjects is based on didactic laws and principles, which ensure the integrity, stability of the interdependence of all its links and the change in the functions of the system links in the direction of its improvement;

- the technology of vocational and technological teaching of special subjects is expressed in various strategies, levels of implementation, and options related to the students' abilities to independently learn a special subject, periods, stages, and lessons. The choice of a teaching strategy is related to the psychological and pedagogical requirements for the formation of educational practices: from material to materialized and from it to non-materialized, mental, active, or vice versa. The possible levels of implementation of the system are interconnected with the stages of the lessons, for example, the assimilation of new, generalized educational material is carried out at the first - preparatory-educational level and its adaptation to specific conditions. is implemented at the second - algorithmic (more independent) level;

- in the vocational-technological system of teaching special subjects, the main value, goal, subject, means and result of the educational process is the learner; The role of the teacher changes in the process of teaching students and supporting their independent learning, depending on the level of independent learning, development and educational abilities of the students. The minimum duration of the stable functioning of the professional and technological system of teaching special subjects is not limited by time limits: this is a labor that is distinguished by a new level of repeatability in terms of quality. The possible periodicity of changes, the life cycles of objects, and processes of various durations are related to.

The following factors are the basis for its development and use in the vocational education system, the limits of support for the vocational-technological system of teaching special disciplines:

- the goals and objectives of educational institutions, the requirements of social institutions for the training of qualified workers and specialists, the personal needs of various segments of the country's population;

- the readiness of vocational schools, lyceums, technical schools, and colleges to develop based on the use of a vocational-technological system of teaching special disciplines as a system of intensive educational processes, with more complex goals, tasks, and integrated-differentiated structure than traditional disciplines;

- is characterized by the level of development of the theory and technology of creating complex systems that include the implementation of the professional and technological system of teaching special disciplines, the general educational process in it.

CONCLUSIONS

Conclusions and suggestions A critical analysis of the process of teaching special subjects in professional educational institutions made it possible to identify a number of factors that influence the process of forming students' professional knowledge, skills and competencies. These are factors such as the social order, the material, technical and methodological support of the educational institution, and the organization of the educational process.

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