

## INTEGRATSIYALASHGAN TA'LIM MUHITIDA BO'LAJAK MUTAXASSISLARNI KASBIY FAOLIYATGA TAYYORLASH METODIKASINI TAKOMILLASHTIRISH

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**Anotatsiya.** Zamonaviy dunyoda har qanday profilli mutaxassisni tayyorlash uning xalqaro raqobatning jadal o'zgaruvchan sharoitlariga tez moslashishiga, o'z kasbini erkin bilishiga, o'z mutaxassisligi bo'yicha samarali ishlash qobiliyatini rivojlantirishga, doimiy kasbiy o'sishga tayyorligiga, ijtimoiy va kasbiy harakatchanligiga yordam berishi kerak.

Bo'lajak mutaxassislarni kasbiy tayyorlashda kasbiy vakolatlari tarkibiy qismlarining ta'siri va o'zaro ta'sirining ichki birligi, yaxlitligi va maqsadga muvofiqligini aniqlashga qaratilgan integratsiyalashgan yondashuvni joriy etish ta'limni modernizatsiyalash va ish beruvchilarning tez o'zgaruvchan talablari sharoitida raqobatbardosh mutaxassisning kamol topishini ta'minlaydi.

**Kalit so'zlar:** kasbiy tayyorgarlik, kasbiy ta'lim, integrativ yondashuv, didaktik vosita.

Kasbiy standartda bo'lajak o'qituvchiga qo'yiladigan talablarning tavsifi murakkab xarakterga ega: bilim, ko'nikma, kasbiy mahorat va ish tajribasiga ega bo'lish.

Bo'lajak o'qituvchilarning kasbiy tayyorgarligi sifatini yaxshilash usullaridan biri uni integratsiyalashgan yondashuv asosida tashkil etishdir. Integratsiyalashgan ta'lim texnologiyasining potentsialidan foydalanishning pedagogik zarurati, birinchi navbatda, universitet talabalarining integratsiyalashgan bilimlariga ob'ektiv ravishda mavjud bo'lgan ehtiyoj, insonning haqiqiy hayoti muammolarini har tomonlama hal qilish uchun asos yaratadigan va talabalarining kasbiy ta'limining etarli tizimi, uni amalga oshirish texnologiyasining yo'qligi o'rtasidagi ziddiyat bilan bog'liq.

Oliy ta'lim muassasasida o'quv jarayonini tashkil etishga integral yondashuv deganda uning barcha tarkibiy qismlarining murakkabligini, kasbiy ta'lim mazmunini universallashtirishni tavsiflovchi oliy ta'lim muassasasida talabalar ta'limining turli bosqichlarida barqaror fan ichidagi va fanlararo aloqalar orqali pedagogik hodisa va jarayonlarning yaxlit tasavvurini ta'minlovchi didaktik tizim tushuniladi.

Kasbiy standartda bo'lajak o'qituvchiga qo'yiladigan talablarning tavsifi keng qamrovli: bilim, ko'nikma, kasbiy mahorat va ish tajribasi.

Demak, integratsiyalashgan yondashuv talabalarining kasbiy tayyorgarlik jarayonida olgan ilmiy bilimlarini integratsiyalash funksiyasini bajaradigan

zamonaviy didaktik vositadir. Fanlararo aloqadorlik o`rganilayotgan jarayon va hodisalarni rivojlanishda va shu bilan birga ularning o`zaro aloqadorligida ochib beradi. O`quv jarayonini tashkil etishda kompleks yondashuv muammosining turli tomonlarini ishlab chiqish olimlarning ilmiy tadqiqotlarini muvofiqlashtirishni va o`qituvchi va metodistlarning ijodiy izlanishini talab qiladi.

Olimlarning tadqiqotlari shuni ko`rsatdiki, pedagogika va muayyan fanni o`qitish metodikasi o`rtasidagi fanlararo aloqadorlikning turli shakllarini amalga oshirish bo`lajak o`qituvchining kasbiy tayyorgarligi darajasini oshirishning samarali vositasi hisoblanadi.

Oliy o`quv yurtlarida talabalarning o`quv jarayonini kompleks yondashuv asosida tashkil etish uni tashkil etishning yangi shakllarining paydo bo`lishini oldindan belgilab beradi: integratsiyalashgan ma`ruza, keng qamrovli seminar, keng qamrovli ekskursiya, fanlararo konferensiya, kompleks fakultetlar va boshqalar. Ta`lim jarayonini tashkil etishning bunday shakllari nafaqat o`qituvchi, balki bo`lajak o`qituvchilarning ham ijodiy salohiyatini ro`yobga chiqarish uchun katta imkoniyatlar ochadi.

Integrativ yondashuv asosida bo`lajak o`qituvchilarni kasbiy tayyorlash jarayonida barcha tsikllar fanlari bo`yicha umumiy muammolar, tushunchalar va masalalarni aniqlashtirish, o`quv kurslarining ishchi dasturlari mazmunini muvofiqlashtirish, o`quv fanlarini birlashtirishga asoslangan talabalarni kasbiy tayyorlash jarayonining modelini yaratish juda muhimdir.

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## IMPROVING THE METHODOLOGY FOR PREPARING FUTURE SPECIALISTS FOR PROFESSIONAL ACTIVITIES IN AN INTEGRATED EDUCATIONAL ENVIRONMENT

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**Annotation.** In the modern world, the training of a specialist of any profile should contribute to his rapid adaptation to the dynamically changing conditions of international competition, fluency in his profession, development of the ability to work effectively in his specialty, readiness for constant professional growth, social and professional mobility. The introduction of an integrative approach to the professional training of future specialists, aimed at identifying the internal unity, integrity and appropriateness of the impact and interaction of the components of their professional competence, will ensure the formation of a competitive specialist in the context of the modernization of education and the rapidly changing requirements of employers.

**Key words:** vocational training, vocational education, integrative approach, didactic tool.

The description of the requirements for a future teacher in the professional standard is comprehensive: knowledge, skills, professional skills and work experience.

One of the ways to improve the quality of professional training of future teachers is to organize it on the basis of an integrated approach. The pedagogical need to use the potential of integrated learning technology is determined, first of all, by the contradiction between the objectively existing need for integrated knowledge of university students, which creates the basis for a comprehensive solution to the problems of real human life, and the lack of an adequate system of professional education for students and the technology for its implementation.

An integrative approach to organizing the learning process at a university is understood as a didactic system that characterizes the complexity of all its components, the universalization of the content of professional education, providing, due to stable intra-subject and inter-subject connections at different stages of students' education in

a higher educational institution, a holistic vision of pedagogical phenomena and processes.

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So, the integrated approach is a modern didactic tool that performs the function of integrating scientific knowledge that students acquire during professional training. Interdisciplinary connections reveal the processes and phenomena under study in development and at the same time in their interrelation. The development of various aspects of the problem of an integrated approach to organizing the learning process requires the coordination of research by scientists and the creative search of teachers and methodologists.

Research by scientists has shown that the implementation of various forms of interdisciplinary connections between pedagogy and the methodology of teaching a particular discipline is an effective means of increasing the level of professional training of a future teacher.

The organization of the student learning process in higher educational institutions on the basis of an integrated approach predetermines the emergence of new forms of its organization: an integrating lecture, a comprehensive seminar, a comprehensive excursion, an interdisciplinary conference, complex electives, etc. Such forms of organizing the educational process open up great opportunities for realizing the creative potential of not only the teacher, but also future teachers.

In the process of professional training of future teachers on the basis of an integrative approach, it is very important to clarify general problems, concepts and issues in disciplines of all cycles, coordinate the content of work programs of educational courses, build a model of the process of professional training of students based on the integration of academic disciplines, etc.