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## Factors Ensuring Continuity Between Higher Education Levels And Continuing Education Courses

**G.O. Bokiev**

Lecturer, Karshi Engineering And Economics Institute, Karshi Uzbekistan

**Shirinboy Sharofovich Olimov**

Doctor Of Pedagogical Sciences, Professor, Bukhara State University, Bukhara, Uzbekistan

**Dustnazar Omonovich Khimmataliev**

Doctor Of Pedagogical Sciences (DSc), Acting Professor, Tashkent Institute Of Irrigation And Agricultural Mechanization Engineers, Tashkent, Uzbekistan

### ABSTRACT

In this article, in the scientific and pedagogical aspect, it is substantiated that the content of interdisciplinary training programs can increase the effectiveness of education. The article reveals the educational, educational and developmental aspects of interdisciplinary training programs.

### KEYWORDS

State educational standards, qualification requirements, education, training, development, program, curriculum, interdisciplinary program, educational effectiveness.

### INTRODUCTION

One of the requirements of educational reform is the organization and implementation of the learning process based on continuity and continuity. This is due to the need for a wider use of factors that contribute to increasing the consciousness of students, their activity, curiosity, creativity and independence while

focusing on the continuity of their activities in various educational institutions.

Continuity in education is psychologically based on the following: understanding, mental state, but it is reflected in the activities of the individual. L.S. Vygotsky studied psychology and activity, the social nature of mental

activity, to understand the human psyche it is necessary to pay attention to his life, living conditions and work.

## MATERIAL AND METHODS

Activity is the link between man and the world and is aimed at satisfying needs and interests. A. N. Leont'ev convincingly proved the unity of external practical activity and internal psychological activity. The problem of the relationship between the components of education is associated with their consolidation in consciousness, their complexity and relevance for the performance of certain actions is associated with the analysis and synthesis of knowledge.

In order to ensure continuity between such stages of higher education as undergraduate and graduate programs, it is important for students and graduates to take into account the psychological characteristics of students.

Usually the student is 18-25 years old. The main difference between students in academic lyceums and colleges is their different lifestyles. In other words, if the tasks facing students have a theoretical characterization, then students are directly involved in research activities that address practical issues. This is especially evident at the graduate stage of study. Therefore, when working out the problem of continuity between the undergraduate and graduate levels in higher education and advanced training, it is first necessary to distinguish between these main lines so that they can move from one system to another without significant effort. Such lines can be distinguished by analyzing the similarities and differences between the two phases or systems under consideration. Experience shows that graduates of higher education institutions take a long time to adapt to working conditions. Young specialists do not fully rely on the knowledge, skills and abilities that they have acquired in higher education. There are cases when labor productivity lags

behind the level of technical and technological equipment of enterprises, because a student sees an ideal situation in higher education, and he needs to work in production a little differently for certain objective and subjective reasons, in other words, it requires integrated knowledge, life experience, character and patience.

## RESULTS AND DISCUSSION

Therefore, it is necessary to create conditions that ensure a smooth transition from laboratory conditions to real production situations. This requires an integrated system of special education, which combines education with the process of pedagogical activity, the development of independence and creativity of students. The relationship between higher education and training systems involves the training of specialists who can live in harmony with life. At the same time, the biggest problem in realizing this task is the organization of the educational process. Training should be organized in accordance with the needs and requirements of specialists. That is why training and retraining should be very flexible, invariant. This includes not only a change in content, but also organizational forms, implementation methods and tools. In addition, training in the workplace should be carried out only in the vertical direction, that is, between the studied training modules. The rational structure of the curriculum plays an important role in ensuring continuity. The role of the dean's office is very important for ensuring the continuity of the departments in ensuring continuity of courses. It is expected that the implementation of collective scientific and pedagogical work will increase the professional level of teachers, which involves the study and popularization of advanced pedagogical experience.

Thus, the goal of ensuring continuity between higher education and continuing education courses is to create links between these stages or types that will continuously train specialists

in accordance with the modern development of science, technology and advanced production technologies. However, life itself shows that this important order is not really in demand. The main reason is the underestimation of the psychosocial, physiological and other individual characteristics of youth.

The development of science and technology and advanced production technologies have a profound effect on the education system, changing its purpose, content, structure and volume. This can be explained by the following:

- 1) As a result of the interaction of various disciplines, new scientific disciplines arise;
- 2) A unique knowledge of the world requires a narrow specialization and differentiation of science;
- 3) The development of science and education, the formation of a holistic scientific worldview requires regular research and generalization of scientific knowledge. Integration with the differentiation of subjects of study allows you to synthesize knowledge;
- 4) In connection with the rapid development of science and technology, the rapid and widespread implementation of advanced production technologies in practice, the flow of scientific and technical information will rapidly increase, and existing knowledge will become obsolete;
- 5) The requirements for the implementation of scientific knowledge will be increased and new requirements will be introduced to the education system;
- 6) Existing specialties and professions will be combined, new ones will appear or existing ones will have new qualities. Thus, the differentiation and integration of science leads to the integration and differentiation of subjects of study, respectively. Interconnection underlies the differentiation and integration of academic subjects.

The continuity between higher education and staff training is carried out by establishing a connection between knowledge, behavioral patterns and personal qualities, and then a higher level of knowledge and behavior. The following two factors contribute to the success of succession implementation:

- The provision of ideal continuity in the theoretical aspect with regulatory documents (standards, curricula and programs);
- The level of real training of participants (students and teachers) in the educational process.

The most important thing in maintaining a close relationship between higher education and retraining is to establish links between previously acquired knowledge and life experience and those that must be assimilated with old knowledge and experience, whether in the context of one subject or several external subjects. An inextricable link is always created by logical linking, which involves the formation of a high level of knowledge.

To ensure the optimal connection between the material that was learned earlier at the previous stage of training and new teaching materials, it is necessary to establish the structural logic of new teaching materials and specific learning conditions (basic training, retraining, life experience, interests, wishes) taking into account requirements and needs, forms of training, implementation methods, tools, etc. This is especially important when establishing links between educational content and methods. In the early stages of training and retraining, methods are used that are based on explaining the essence of the conversation, then methods of working in small groups with creative characteristics are used, working with technical and technological documentation and design, followed by problematic teaching methods. In this case, students will gradually get used to the new conditions of activity. The teacher skillfully

manages his learning activities. Thus, the theory of the foundations of behavior, proposed by the psychologist P. A. Halperin, will be implemented.

The processes of advanced training and retraining include the expansion, deepening, enrichment of new knowledge and skills acquired by the pedagogical and psychological composition of subjects in higher educational institutions and in the course of practical pedagogical activity of teachers. Thus, teachers, engineers and teachers of secondary specialized and professional educational institutions are in contact with life and achieve the required quality and efficiency indicators. It should be noted that the curricula, programs, textbooks and didactic materials used in educational institutions of the republic are not always in demand. For example, sources and criteria for choosing the course material on the content of education, how to structure it, its elements, methods of analysis and forms of recording the relevance of educational material are practically not considered. Practitioners who could not find the sources naturally encounter certain difficulties. That is why it is necessary to pay more attention to practical exercises in continuing education and retraining courses. Establishing a close relationship ensures that the knowledge gained is scientific. The importance of pedagogical objects (phenomena, processes, participants and their interactions, as well as the laws of development) is maximally understood. A logical and structured relationship is established, and students' confidence in continuing education and retraining courses increases. This, in turn, will improve pedagogical skills and, ultimately, the effectiveness and quality of training.

Establishing a close relationship is especially important for the assimilation of new knowledge and methods of action. To this end, at the stage of initial updating of the lesson, the activity will focus on deepening the

knowledge that has become the property of students.

This work can be done using the following:

- a) Teachers of continuing education and retraining courses are aware of the students' availability of the necessary knowledge base, professional skills and qualifications and relies on them when learning new ones.
- b) The teacher recalls knowledge and personal qualities and behaviors that perform a supporting function.
- c) Through conversation or leading questions, the basic material is again remembered or repeated.
- d) Students, individually or as part of small groups, recall again the necessary knowledge and behaviors.

At the stage of consolidation of the lesson (the formation of skills and abilities), inextricable logical relationships are established to find solutions to professional and pedagogical situations. For example, on the topic "Forms of organizing vocational training" on the subject "General Pedagogy", concepts such as "Lesson", "Requirements for the lesson", "Important aspects of the lesson", and "Types of the lesson" are updated. Emphasis is placed on the similar and different aspects of modern and traditional lessons. It is revealed, due to which, at modern lessons, you can achieve high quality and efficiency. Thus, it becomes obvious that a high result in modern lessons can be obtained on the condition of conscious participation, activity, independence, curiosity, joint activities of students. Then you can focus on certain factors of activation: organizational forms, methods and means of implementation, conditions for their implementation:

- a) Explanation, discussion, demonstration of professional behavior, emphasis on inextricable communication;
- b) Focus on establishing an inextricable link between training and retraining of

- students of continuing education courses and retraining of personnel;
- c) The occurrence of problem situations;
- d) The integrated use of various factors to enhance the cognitive activity of students.

It is important to distinguish between external factors and the characteristics of training materials that are internally related to the process.

Internal factors largely depend on the interests, needs, aspirations, achievements of the retraining courses and their sense of duty. External factors are reflected in the size, structure, complexity and importance of the training material. The continuity of development, expansion and deepening of cognitive, behavioral and personal qualities of students is ensured by the continuity of the content of educational material. As a rule, consistency allows you to make a list of important topics by analyzing, comparing and establishing links between them.

The historical principle of the connection of previously acquired knowledge with new ones connects future knowledge, behaviors and personal qualities, which will be carried out in a systematic manner.

For example: from the very beginning, it is advisable to use not methods for finding problems, but to conduct classes using such methods of high-level activation of activities as interviews, heuristic conversations and so on. Ensuring consistency in visualization allows you to connect visual and explanatory elements and serves as a reliable means of forming informed knowledge, behaviors and personal qualities.

This process also forms conclusions from simple to complex, from known to unknown, from simple to complex, from particular to general, or vice versa. This is especially important for professional pedagogical activities. In this case, it is possible to increase

the level of knowledge of students by focusing on the method of traduction, proven by psychological science, that is, the method of passing from particular to general.

Continuity is closely connected with all the principles of education, in particular, with continuity and consistency. The content of education is the basis of continuity, consistency and continuity in ensuring continuity in organizational forms, methods and means of implementation. Systematization of educational material in a logical sequence and ensuring the interaction of participants in the educational process is carried out taking into account:

- a) Educational, educational and developmental goals and objectives;
- b) The content and logical structure of the educational material are based on the laws of the learning process and fundamental principles.

To ensure the coherence of continuing education courses, it is important to remember that not all study materials are understandable to all students. This is due to the fact that the content and structure of the subject are formed by scientists, specialists, and methodologists based on empiricism and intuition. As a rule, the authors of educational normative and methodological documents try to bring the integrity of scientific knowledge to the following: the foundations of science (a subject) - their didactic transformation - their development by students.

## CONCLUSIONS

Initially, students do not have a holistic systematic knowledge of the studied object and will comprehend it for a certain period of time. Accordingly, the teacher of the retraining courses should identify and take into account the training needs and the needs of the trainees, direct their educational activities so that they can carry out continuity. If this is not



done, continuing education will be boring and confusing. To study the disciplines of higher education in accordance with the principle of continuity, it is advisable to adhere to the following rules:

- Highlight the main structural elements (evidence, concepts and expressions, notes, laws, rules) in the topic under study;
- Identify materials that will serve as the basis for new knowledge by logical analysis of previously studied material;
- Determine what concepts and behaviors you need to update in this lesson or lesson;
- Determine whether the interns remember when and how they mastered this material;
- Apply methods for the successful implementation of the concepts and behaviors indicated above;
- Establish the relationship between previously acquired knowledge and new material and demonstrate how the new material is consistent with previously studied;
- To present to students of continuing education courses and retraining of knowledge, behavioral skills that are currently applied, as well as examples of how they can be used in their future activities.

It is not possible to implement all of the above ideas at this time. This is due to the fact that the trainees who came to study are not differentiated according to the initial data, work experience, areas of study, the specific subjects they teach, and many other factors. In the future, measures will be taken to rectify this situation, this work has already begun and gives positive results.

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