



## **CONTINUITY OF TECHNOLOGY EDUCATION AS A SOLID FOUNDATION OF VOCATIONAL EDUCATION**

Tuychiyev Adham

Gulistan State University, Senior Teacher

Abdullayeva Feruza

Gulistan State University, Senior Teacher

### **Abstract**

In the main principles of the state policy in the field of education, the requirement to ensure the continuity and consistency of education is specifically noted. The unique feature of the scientific approach of the national education model in the development of the continuous education system in our republic is that the continuous education system is considered in integrity, coherence and continuity, that is, in the form of a whole system. Continuous education is researched as an independent socio-economic category with its own direction of development, principles and laws in the conditions of market relations and democratic changes.

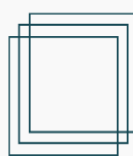
**Keywords:** Continuous education system in integrity, coherence and continuity, integral education, socially active activity, independent thinking, self-confidence.

It is known that with the new and higher requirements imposed on the upbringing of young people as a competent, creative person and a mature specialist, there is an imbalance among the lack of detailed mechanisms for ensuring the continuity of the formation of such qualities in the student's personality in the system of continuing education in the Republic of Uzbekistan. Ensuring the continuity and continuity of forms of education in the upbringing of the personality of a creative student is a complex process, requiring representatives of several disciplines to work in interaction in the process of establishing the content of state standards of education, drawing up basic educational plans, ensuring the processes of inter-subject integration of state educational standards of various forms.

Continuing education provides all the conditions necessary for the formation of a creative and socially active, spiritually high personality and the intensive training of highly qualified competitive personnel.

According to Article 3 of the law of the Republic of Uzbekistan "on Education" dated September 23, 2020 No. 637, education is considered a priority area in the social development of the Republic of Uzbekistan that meets the economic, social, scientific, technical and cultural needs of a person, society and state.

Even in the basic principles of state policy in the field of education, the requirement to ensure continuity and coherence of education is noted separately.



The peculiarity of the scientific approach of the national model of education in the development of the system of continuing education in our republic is that the system of continuing education is considered in integrity, continuity and continuity, that is, in the form of a single whole system. In this case, continuing education is investigated as an independent socio - economic category, which has its own direction of development, principles and laws in the context of market relations and democratic transformations.

In this regard, the reform of the continuing education system implemented in Uzbekistan today means the transformation of many outdated ideas and rules, the emergence of a completely new scientifically based system.

The radical renewal and development of the education system requires a completely new social and state system in the context of integration into the world community, the upbringing of a new younger generation of citizens of Uzbekistan, the development of personality, interconnected whole holistic process.

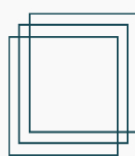
In the consistency of the current stages of reforming the Personnel Training System, a logical chain is manifested - they are completely different in quality from the previous ones: all state systems and social institutions are involved in the personnel training process, the creative activity of the individual is increased, knowledge and talent are stimulated: the normative and socio - economic conditions of close interaction

The scientific-methodical system of ensuring interdisciplinary coherence in the general secondary education system has its own characteristics, which are manifested as follows:

- Educational process and interdisciplinary have their own goals and tasks;
- The need to develop a special pedagogical system created taking into account the specific characteristics of the physical and mental development of students;
- Taking into account the uniqueness of the educational process based on national values, traditions, lifestyle and local conditions;
- The need to develop new pedagogical technologies and effective educational methods and select organizational forms and content for the educational process;
- Interdisciplinary, connection and coherence in the content of educational programs, high demand for educational materials.

Based on the mentioned points, it can be said that there are many issues related to the identification and implementation of the scientific methodical factors of ensuring interdisciplinary coherence in the content of the general secondary education process.

In particular, the most important aspect of the problem of interdisciplinary coherence in general secondary education is explained by the fact that the contents of textbooks and training manuals are worked in a narrow framework and remain in their shell. In our opinion, finding the fastest solution to this problem today can be achieved by educating students to read.



A student who has learned to work with books is used to working with additional literature and generalizing the knowledge gained from them, not being limited to the relevant textbook in mastering each subject. In the development of work in this field, it is necessary to increase the level of library work, to revive their activities related to the attraction of students.

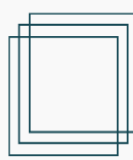
The problems encountered in ensuring interdisciplinary coherence in the general secondary education system are as follows:

- Lack of scientifically based special manuals related to interdisciplinary;
- Insufficiently developed system of pedagogical-psychological study of educational activities and student's personality in order to ensure interdisciplinary;
- Insufficient methodical recommendations for parents on teaching their children to learn independently.

The state educational standard of general secondary education determines the minimum level of knowledge, skills and qualifications that students should acquire at the end of primary and general secondary education. It is known that the state educational standard of general secondary education also includes the state educational standards of primary education and each academic subject. In particular, the subject of technology education is included in the "Man and Society" field of education in the state standard of primary education, and "Technology" in grades 5-9. Below, we will try to analyze the scientific pedagogical and methodical problems of ensuring the coherence and continuity of the educational subject "Technology Education" in the transition from primary education to general secondary education.

In the state educational standard of primary education, it serves to determine the standard subjects for each educational field of this educational stage, the intended content of the modernization of this educational field, the components of this content, the tools and methods of the educational process, and the general pedagogical technological system and level. In this regard, the indicators of coherence, gradualness and completeness are taken as a basis for the preparation of programs, textbooks and other teaching-methodical materials for the purpose of primary education. The section "Minimum requirements for the level of preparation of students" lists the minimum indicators that students must acquire in primary grades. At the end of primary education, every student is required by the state to achieve the indicators specified in this section.

In the "Minimum requirements for students' preparation level" defined in the standard: Technology education is an integral field of education that enters the field of "Man and Society" education and serves to ensure the physical and spiritual maturity of the student. Kyrgyzstan, Kyrgyzstan, Kyrgyzstan, Kyrgyzstan and Kyrgyzstan.



Based on this field of education, the most important skills that serve to ensure the physical training of the child, moral standards, customs, dress standards, the ability to feel elegance and beauty, the universe, material existence, human world and human activity with the help of colors the ability to imagine, the ability to understand the national spirit, human emotions with the help of various musical sounds, as well as the initial knowledge of the family and its economic foundations.

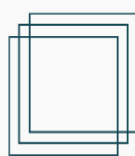
These educational tools take a stable place in the educational system only when the continuity between the state educational standards and educational methodical complexes is ensured. Theoretical knowledge and concepts, drawings and methods, as well as practical skills and advanced skills should be equally expressed in the structure of state educational standards. Only then will the development effect of a specific educational subject on the student's personality and social life and science and technology be ensured.

As a result of solving the problem on the basis of the proposed stages, the level of student and student youth training meeting the requirements of the state educational standard will increase, theoretical and methodological foundations will be created for a highly formed, active independent-creative person to achieve a high level of academic mobility. In order to effectively solve the tasks in this regard, it is necessary to summarize the concepts of an independent thinking creative person and develop his single structure.

Table 1. Comparative ratio of personal and professional qualities

Personal qualities	Professional qualities
Active social activity	Professional activity, organization
Compliance with the norms of life etiquette	Professional etiquette, etiquette
Having an independent opinion, self-confidence.	Professional freedom, tolerance
Patriotism, humanitarianism, awareness, filial duty and obligation to the country and parents	Professional duty, responsibility, orderliness, observation
Social knowledge, intelligence	Professional knowledge
Culture of treatment	Culture of treatment
Sweetness	Speech culture
Fairness, being conscientious	Honesty, honesty
Attention	Attention to employees
Resourcefulness	Initiative
Responsiveness	Business
Humility	Humility
Hard work	Hard work
To understand one's own weakness	To be able to see one's mistakes and shortcomings
Orderliness	Discipline
Independent research	Creativity

Professional qualities include the ability to win people's trust, mobilization, accounting and economic evaluation of one's own work, observation, perseverance, endurance, perseverance, the ability to use various and complex techniques,



foresight, orderliness, creating a comfortable environment in a team, initiative, and a tendency to practical work.

Professional - personal characteristics, communication at work, "I" strength, emotional stability, social courage, benevolence, not losing oneself (not being confused) when faced with unexpected situations, social maturity, awareness, honesty, thoughtfulness, striving to confirm universal values, rational trustworthiness, self- self-control, perseverance, initiative, mobilization, observation, orderliness, inclination to practical work and others.

V.A. Tokarev and S.Sh. Aytmetova emphasize that a person must be given professional advice, and they recognize that such advice should fulfill three major tasks. These are:

1. Study of personality psychology.
2. Comparing the psychological structure of the person and the profession, that is, studying the overall demand of the profession on the psychology of the person;
3. Determining the ways of future development of the person.

In order for each person to fully demonstrate their potential and abilities in life, every school graduate must clearly determine the direction of his future activities, determine his own way to enrich his knowledge.

Therefore, it is important to ensure the freedom of choosing a profession for young people in the family and in educational institutions, and to give understanding about the social demand of the society in the formation of students as qualified profession holders in the future.

It is known that there is a disparity between the new and higher requirements for educating young people as mature, creative individuals and mature specialists, and the lack of detailed mechanisms for ensuring the continuity of the formation of such qualities in the student's personality in the continuous education system of the Republic of Uzbekistan.

Ensuring the integrity and continuity of educational forms in the education of a creative student is a complex process, and in the process of determining the content of state educational standards, drawing up basic curricula, the compilers of state educational standards of various forms of education require the interaction of representatives of several disciplines to ensure interdisciplinary integration processes.

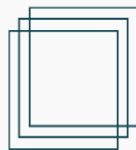
#### **The list of used Literature:**

1. Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. – Toshkent: “O‘zbekiston”, 2017. – 488 b.
2. M.Muxlibaev Journal of Hunan University (Natural Sciences) Vol. 48. No. 12. December 2021
3. M. Muhlibaev, B. Kurbanov, P.Davlatov, B.Imanov Paper ID JAFR\_6691 Paper Title Results of laboratory research on environmental contentin physics

<https://ejedl.academiascience.org>

**Emergent: Journal of Educational Discoveries and Lifelong  
Learning is a scholarly peer reviewed international Journal**





instruction in relation to occupational education iferp Copyright form  
<https://www.iferp.in/copyright/>

4. Н.А.Муслимов, Ш.С.Шарипов, М.Додиров. “Техник ижодкорлик ва дизайн”. - Т.: “ТДПУ”, 2010.
5. Шарипов Ш.С. Мактаб ўқувчилари ижодкорлик фаолиятини ташкил қилиш. «Халқ таълими» ж. 2003. № 4. -34-36 б.
6. Шарипов Ш.С. Илмий-педагогик иш мазмуни. Магистратура талабалари учун методик йўриқнома. -ТДПУ, 2005. 10 б.
7. Шарипов Ш.С. Касбий таълим педагогикаси. Методик қўлланма (Жадваллар). Тошкент, ТДПУ. 2005. 54 б.
8. Гилфорд Дж. Три стороны интеллекта. Психология мышления. -М.: Прогресс, 1969.
9. Шарипов Ш.С. Монография Касб-ҳунар таълими тизимида ўқувчилар ижодкорлик қобилиятларини ривожлантиришнинг узлуксизлиги.