Fundamentals Of Ensuring Interdisciplinary Communication Of The Technology Training Curriculum

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Abstract: *Ensuring the interconnection of the curricula of each type of education requires considering and ensuring the continuity and interconnection of the education system, from the point of view of the relationship between practice and theory, based on the relationship between the types and stages of education, as well as the relationship between subjects and topics.*
Keywords: *curriculum, education, continuing education, skills, qualification, specialist, practice, theory, student, teacher, technology, school, textbook, curriculum.*

The system of lifelong learning is based on the interconnection of education, as a result of which there is a certain consistency between all types of education. The implementation of this process involves not only the connection between the stages of education, but also the internal connections in the context of classes (between topics, chapters), external connections (between subjects) in each level of education.

With the adoption of the State Standard of Education for general secondary education, specialized secondary education and vocational education, exemplary curricula and various curricula have been developed based on official solutions to problems of consistency between types of education. It is known that these curricula are not only a reflection of the topics of newly created textbooks and the content of the educational process of secondary schools, academic lyceums, vocational colleges, which are considered the main links of continuous education. But they also determine the scope and level of knowledge, taking into account the characteristics of each of these educational institutions, the skills and qualifications of which young specialists must master [2].

Subsequently, after school, it is necessary to achieve the expansion and deepening of the knowledge, skills and qualifications acquired in the training of school technology. Therefore, ensuring the interconnection of the curricula of each type of education requires considering and ensuring the continuity and interconnection of the education system, from the point of view of the relationship between practice and theory, based on the relationship between the types and stages of education, as well as the relationship between subjects and topics [5]. A whole scheme of the interconnection and continuity of the education system can be commented on and the interconnection of learning technology. In our opinion, the above scheme does not reflect the relationship intended for the subjects of technology of general education. And this has a negative impact on the teacher's conduct of the interrelated educational process and the mastering of the educational material by the student in a comprehensive form. This means that the technology curriculum of general secondary schools does not meet the requirements of today.

The curriculum includes:

‒ the age characteristics of students are not taken into account;

‒ there is no interconnection and sequence of topics;

‒ the possibilities of the content of the technology are not taken into account.

Therefore, taking into account the development of science, technology and the most advanced experiences, it is necessary to revise the curriculum on the subject of technology, the level of interconnection and consistency of its content, and to justify it pedagogically. And also, on the basis of the program, to create optimized curricula in each area of education and test them in practice. The main purpose of creating the recommended program is: ‒ to ensure the relationship between types of education, that is, between topics and chapters; ‒ Based on this program

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(without changing the sequence of topics), optimize the teaching hours allocated to special areas (for example: technology and design, basics of agriculture), ensure the interconnection of topics, create an invariant program (optimized) for simplification and generalization. And the creation of an optimized program makes it possible to ensure the interconnection of technology subjects, that is, it allows you to fully master the study hours allocated for mastering knowledge on the subject. It is known that the curriculum adopted by the state as a normative document at a certain time meets the socio-economic requirements of society and is improved as a result of new reforms. At the same time, the level of interconnectedness will change under the influence of internal and external factors. Therefore, it is necessary to establish monitoring of the level of interconnectedness of curricula, which is a strategic indicator of coherence. The advantage of the functional (invariant) optimized curriculum is that it is compiled on the basis of the basic curriculum for a particular subject, makes it possible to combine knowledge, skills and qualifications in the subject of labor education with other subjects that students must master. One group of scholars in the concept of ensuring interconnectedness offers only internal ones, that is, takes into account only the interconnectedness between chapters, topics, or concepts. Researchers of the second group recognize the external (between subjects) interconnectedness in certain subjects, and the third group takes into account the interconnectedness of theory and practice in the context of one subject.

The recommended interconnectedness of the educational process combines all these factors and creates the integrity of the process. Ensuring the interconnectedness of the educational process is planned in advance by the teacher, a methodology is developed that is provided through the model, the interconnectedness of the future lesson. Knowledge of this process, which needs to be generalized and repeated, is consistently mastered by students taking into account their level of knowledge. The efficiency of the process is interrelated by the following factors:

‒ ensuring the interconnectedness of the content of education;
‒ correct determination of the level of knowledge of each student;
‒ correct diagnosis of the mental state of each student;
‒ special teacher training for each student;
‒ the ability to interest students in the subject;
‒ the teacher's pedagogical skills and self-improvement;
‒ monitoring the personal knowledge of each student [1].

Interconnectedness as a kind of educational trend is included in a number of multifaceted concepts. It cannot be ensured only by its application in a special content or educational process. Having determined in the memory and thinking of the student the sequence of interrelated knowledge on a certain subject, it is possible to judge the application of this knowledge in practice. In pedagogical dictionaries, the concept of "connections between subjects" is explained as the mutual relationship of curricula. In the process of education, the connection between subjects activates educational and cognitive activity. The subject-based structure of the curriculum creates the danger of learning in the mind of the student separately from each other. Knowledge of one subject – from knowledge in another subject, skills and qualifications obtained in one subject, from special skills and qualifications formed in another subject [3]. Therefore, the educational process provides for purposeful management for the development of interdisciplinary connections. Such control is carried out by program instructions, the content of textbooks and the activities of the teacher.

Unity of education and upbringing, which fulfill the interconnection of general and vocational education, motivation, problem-solving, orientation to the profession, polytechnicism, consistency of knowledge, interconnection of subjects. It is important to:

(a) Connectivity between subjects covered in different subjects;
b) the relationship between homogeneous theories and laws;
c) the relationship between research methods and the practical activities of students;
d) the relationship between physical laws and philosophical concepts;
e) computational, measuring, and graphical coherence;
(e) Connectivity in computer science and knowledge of computational technology;

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g) the interconnection of pedagogical, psychological and philosophical knowledge, as well as between educational methods and methods [4]. In order to eliminate the existing shortcomings, the following is recommended: to ensure the interconnectedness of each type of education in the GSO, to ensure the interconnectedness of the links of continuing education, for this it is necessary to hold seminars and conferences with the participation of teachers-links of all types of education. It will also be necessary to revise the curricula and programs of general education subjects in all areas of educational institutions, to create high-quality integrative curricula in various subjects. To do this, it is necessary to create creative groups consisting of employees of all educational institutions, to ensure the interconnectedness of secondary special, vocational education and classifications in the specialties of higher educational institutions; Justify precise rules that reflect the procedural and substantive properties of interconnectedness in education, etc. It is important to pay attention to ensuring coherence in the curriculum. At the same time, it is necessary that the technology teacher not only knows his subject well, but also all the subjects of general education in the school.

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