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# The Role Of The Main Mechanisms Of Improving The Integration Of Production And Education.

***Kurbanov Aziz Teshavoyevich***
Karshi State Technical University
Email: azizbek.qurbonov88@mail.ru; Tel: +998 904270070

**Annotation.** This article discusses the role of science in higher education. Integrated lessons provide the student with a broad and vivid understanding of the environment in which he is studying, the existence of the material and immaterial world. In an integrated lesson, the main emphasis is not on mastering knowledge about the interrelationships of phenomena and objects, but on the development of figurative thinking.
**Keywords:** integration, production, integrity, curriculum, type of education, direction, pedagogical process, potential, consistency.

**Entrance:** It is advisable to conduct general lessons in the form of integrated lessons that reveal important problems in two or more subjects, but if for its implementation the results of the analysis of the material studied by other subjects, methods of other educational disciplines are involved, its structure can be any lesson process. In an integrated lesson from several subjects, one of them is considered the leader, and the others are considered as assistants.

**Literature analysis**

The integrated approach to education is reflected in the works of various scientists Grevtseva G. Ya., Tsiulina M. V., Bolodurina E. A., Bannikov M. I. Having analyzed various definitions, we can see that the integrative approach is characterized differently in the pedagogical literature. According to V. N. Klepikov, integration is a mechanism, technology, method, method, result or situation that depends on specific educational goals, conditions and circumstances. The integration of educational disciplines, which is not a simple set of individual courses in the educational process, plays an important role in the development of the individual. The integration process requires a revision of the content and structure of current educational disciplines, strengthening the goals set by general ideas and theoretical concepts. Integration, as a category of education, is a process that is carried out as the application of a number of ideas through various disciplines, as well as the mutual integration of educational subjects into each other. The basis of integrated education is the use of interdisciplinary work in terms of its purpose, content, methods, and approaches.

**Research methodology.**

Simultaneous complex teaching of specialization and scientific disciplines is an integral approach to teaching in the educational process. In some scientific developments of the theory of pedagogical integration, integration is the development and deepening of interdisciplinary connections that implement the connection between the following disciplines, the establishment of deep interactions between them through the coordinated teaching of different disciplines. Integrated education is: - firstly, the development of interdisciplinary connections in the understanding of the topics studied in the classroom, the uniqueness of teaching different disciplines and the deep interrelation of their inter-disciplinary relationships. - secondly, it brings the student's knowledge acquired in individual disciplines into a unifying system and forms their perception as a whole on its basis; - thirdly, it helps to activate the ability of students to think in generalizing knowledge in different fields of science, develop cognitive activity and interests, and work independently. Integrated education is an educational process based on the integration of previously known homogeneous and heterogeneous components into a single whole, the main tasks of integrative methods are: - methodological. - integrative. - formative. In the field of pedagogy, Grevtseva G.Ya., Tsiulina M.V., Bolodurina E.A., Bannikov M.I. analyzed various definitions and noted that the integrative approach is characterized differently in the pedagogical literature. Integrated education, according to the definition of Lazareva M.V. - is, first of all, a learning method based on the knowledge of the interrelationship of all components of the content of various disciplines (program sections). Integrated education is aimed at the formation of knowledge and skills that affect the development and upbringing of the student's personality, and reflects a somewhat holistic picture of the subject being studied in its specialization, visually presented connections and interrelationships.

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**Analysis and results**.

The main advantage of integrated innovative technology is that all information on the subject is explained and presented to students in a reasoned manner by teachers of a wide range of subjects. If the teacher is able to be constantly inquisitive, the knowledge base for himself will be strengthened and the lesson will be interesting for the student. This will make it possible to increase the effectiveness of the intellectual development of the student's personality, to renew the entire spiritual and moral sphere of the individual. The implementation of these ideas is stimulating - new pedagogical thinking will expand knowledge beyond the scope of the subject, increase the student's interest in science and increase the teacher's cultural level, and also help the teacher effectively solve the educational tasks assigned to him. It is advisable to pay special attention to the interrelation of disciplines, the interaction and interconnection of educational content, during the first lesson. Based on the experience of teachers of various subjects and our own experience, we can formulate the goals and objectives of this type of integrated lessons and offer two options for integrated lessons, focusing on the methodology of their implementation and educational effectiveness.

**Conclusion**,

Development of short-term plans aimed at high-quality education, creative skills and intellectual development of students. In the methodology of teaching specialized subjects, it is important to pay attention to the use of many problems in the study of production processes in the study. Many problems can be solved as new forms of organizing integrated lessons in the organization of a production and educational cluster in the oil and gas sector and updating the methodology of teaching specialized subjects. This integration is based on harmonizing the goals of the curriculum. As a result, thanks to integrative thinking, students expand their knowledge, predict the consequences of decisions made, feel the progress of scientific fields in connection with all the changes taking place in the world, develop a sense of responsibility for human actions, weigh their impact on nature with possible consequences, and students learn to use new, interdisciplinary connections, and as a result of generalizing the material learned, these lessons become more effective. The use of meta-disciplinary connections forms an active approach to learning, as a result of which the student perceives the world as a whole; the ability to see a multidimensional picture of the world in dynamics; combines the efforts of different specialists - teachers in solving problems. Features of integrated lessons: - the ability to take into account the value orientations and motivations of students; - eliminating overloads in the learning process; - in such lessons, students learn to value time; - lessons help to form a system of moral values and ideals in the child; - a new perspective is created in teaching their knowledge; - an opportunity arises to discover new methodologies. Integrated education can solve the problems of integrating the laws of production and specialized disciplines. In the same way, it is necessary to show the connection of specialized disciplines with practical activities in production. Integrated lessons should not only demonstrate the interrelation of knowledge in different disciplines, but also include various technologies, methods, forms of teaching, and a significant part of the lesson should be devoted to students' creativity. Therefore, by forming this type of lesson, it is possible to increase the effectiveness of students' intellectual development, to teach the student to update his field, because the basis of the educational process is the student. Only integrated education can be an effective means of creating a production and educational cluster.

The implementation of educational cluster ideas expands the content of new pedagogical thinking and science and increases the production and professional level of the teacher, as well as helps the teacher to effectively solve the educational tasks set before him. Stimulates his motivational professional interest. In a modern educational cluster, the style of lessons in which production processes are seamlessly integrated with specialized disciplines should become a tradition. It is necessary to consider ways to increase scientificity and practicality in specialized disciplines.

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