



**VOCATIONAL SCHOOLS AND ENTERPRISES INTEGRATING
CURRICULUM DEVELOPMENT**

¹ **Inamov Shermirza**

² **Asqarali Shadbekov**

³ **Sarvarbek Buvaxonov**

^{1,2} Special subject teacher, Department of Motor Transport, Yangikurgan
District Polytechnic No. 2

³ Industrial Training Master

Abstract: The qualitative organization of training practices for polytechnic students is a complex process, and its rational implementation serves to ensure the professional development of future personnel. As is known, the training of personnel in a particular direction and specialty is carried out on the basis of accumulated experience, educational standards regulated by scientific research, as well as a system of regulatory documents and educational and methodological literature that provide it legally. Therefore, in this case, a long-term approach is taken in training personnel. This is the main component of personnel training and is given state importance in our country. It is important to apply training practices to specific conditions, not only to apply them, but also to apply innovations and creative developments aimed at training high-quality personnel in the educational process, and to use standard and non-standard methods and technologies in this, to take an authoritative position in the organization, and in general, to implement special approaches aimed at ensuring the success of the strategy. In training personnel, it would be advisable to develop working curricula in collaboration with foreign technical universities, primarily in cooperation with enterprises and technical institutes.

Keywords: Educational practice, specialty, regulatory documents, educational and methodological literature, work programs.

Introduction. Vocational schools help develop students' practical skills by integrating curricula with manufacturing enterprises, harmonizing education and production processes. To this end, it is important to collaborate with enterprises in the development of production practices and curricula.

Advantages of collaborating with businesses in developing training programs:

Developing practical skills:

Students will learn about production processes and improve their practical skills.





Adaptability to production requirements: Training programs are adapted to innovations and requirements in the production sector.

Employment opportunities: Through partnerships with businesses, students increase their employment opportunities.

The main steps that need to be taken during the integration process are:

1. Establishing partnership agreements: Vocational schools and cadres should establish contacts with technical institutes and universities to jointly conduct work training programs and conclude partnership agreements with manufacturing enterprises in order to continue their profession.
2. Curriculum Development: Develop curriculums that are tailored to the needs and requirements of businesses.
3. Organization of internships: Conducting student internships at manufacturing enterprises.
4. Teacher training: Introduce teachers to production processes and improve their skills.
5. Monitoring and Evaluation: Assessing the effectiveness of the integration process and making necessary changes.

It is important to organize the vocational education system in cooperation with institutions and enterprises that implement the development prospects and priority tasks of the country's economy, modern technical and technological development trends, and advanced practices of developed foreign countries, organize internships, train personnel, and prepare personnel who meet the requirements of educational standards of professions and specialties, who are spiritually mature, and who are competitive in the labor and educational services market, which, in turn, is an important stage in the development of our society.

The state pays special attention to improving the system of continuing education and training highly qualified personnel in accordance with the modern needs of the labor market, the openness and quality of educational services. In recent years, in order to develop vocational education, modernize the educational process and ensure its content, comprehensive measures have been taken to strengthen its legal framework, and a number of systematic measures have been taken to provide targeted support to talented young people in achieving significant results in international and republican olympiads and competitions.

It was considered important to regulate the content of personnel training for the vocational education system, based on the prospects for the country's social and economic development, the needs of society, and modern achievements in science, engineering, and technology. Vocational orientation - a process of formation of a person in relation to himself as a subject of future professional activity, that is, in the future he





will adapt to the relations of a market economy. Non-traditional education - performs didactic functions such as attracting students to their profession, expanding their knowledge, educating and activating them in their ability to think independently. The effectiveness of non-traditional education also lies in the fact that its participants acquire holistic systematic knowledge and, on the basis of the development of independent and creative thinking skills, form basic skills for future professional activity, ensuring the direct connection of the educational process with practice. That is why it is considered one of the most effective methods of developmental teaching.

On June 15, a videoconference meeting was held under the chairmanship of President Shavkat Mirziyoyev on measures to train the population for professions and improve the activities of monocenters. Many sectors, such as industry, agriculture, services, and construction, are developing in our country, and new enterprises are opening. In order to provide them with qualified workers and specialists, the directions of higher and secondary specialized education are being changed. "Ishga Marhamat" monocenters are being established in the regions, and young people are being trained in professions.

Material and methods. The development strategy sets out the next steps in this regard - creating the opportunity for every citizen to study for a profession and reducing poverty by half. There are all the grounds for this. For example, in 2022 alone, more than 9,000 large and medium-sized projects worth a total of \$16 billion are being implemented. They need about 300,000 qualified workers. At the same time, this year 404 thousand young people will graduate from secondary education and 151 thousand from vocational education and enter the labor market. Directing them correctly and ensuring their employment is an urgent task. But, frankly, 330 professional schools, 173 colleges and 207 technical schools are not producing the expected results. Only 40-50 percent of their potential is being used. The "Ishga Marhamat" monocenters cover only 10 percent of the unemployed. The curricula in many colleges and technical schools do not meet the requirements of the time, and there is a shortage of 1,350 vocational textbooks and literature. As a result, employers are forced to retrain employees.

Results and discussion. Vocational Education Councils are being established in each region, district and city, and they are headed by khokims. The council includes heads of state agencies, banks, rectors, the Chamber of Commerce and Industry, and, based on the district economy, heads of industrial, agricultural, construction and service enterprises. Based on the need for specialists, they determine the professions to be trained in monocenters and colleges, assign young people to production enterprises and organize internships. The educational practices in the curricula of professions and





specialties should be carried out in special classrooms, workshops, experimental and testing sites, polygons, studios, fully equipped with modern equipment, machines, devices, equipment, materials and other necessary equipment that are relevant to this profession (specialty) and correspond to the current level of development and development prospects of the industry, as well as in special classrooms, workshops, experimental and testing sites, polygons, studios, as well as in enterprises and organizations, where the above conditions are met, the formation of practical skills in students and their safety is ensured, which in turn serves to ensure that a certain part of the hours allocated for educational practices is spent in enterprises and organizations, which in turn serves to develop students into mature personnel. Practical training classes and educational practices in professions and specialties in the humanitarian and social directions should be carried out in special classrooms equipped with modern computers and normative documents, catalogs, reference books and other sources relevant to the profession, which is an important factor for students' free use of open information and acquisition of knowledge. Ensuring that educational and production practices of professions and specialties are conducted in enterprises, organizations, and economic associations where the profession (specialty) of the student is located and, as far as possible, provided with the necessary conditions, creates conditions for an independent professional to combine education with practice and work on himself.

Conclusion. I think it would be very important for enterprises and technical universities to establish partnerships and jointly develop working curricula. Integration (from the Latin "integratio" - restoration, completion, "integer" - whole) is the process of combining different parts into a single whole. Each lesson should be carefully planned with a clear goal in mind. In this process, the teacher determines the educational and educational goal of the lesson. The stages of the lesson, that is, how to start, how to finish, the use of visual materials, etc. are decided in advance. The lesson, taking into account the possibilities of the vocational school and the social environment, is connected with practice, and is equipped with instructional tools, which will help students develop skills and qualifications. The advantage of vocational schools is that they form practical skills in providing knowledge to cadres, that is, they teach a profession. If we work together as I mentioned above, we will achieve good results in training cadres. The student will start from a vocational school in the profession of his choice. The next process will continue without hesitation in which higher education institution to enter.





REFERENCES

- [1] As amended by Resolution No. 345 of the Cabinet of Ministers of the Republic of Uzbekistan dated June 3, 2021 - National Database of Legislative Information, 04.06.2021, No. 09/21/345/0522.
- [2] Yu.Kudiyarova - "Modern organizational forms of vocational education", "Vocational education"
- [3] B.Abdullayeva, M.Usmonbayeva, O'.Askarova, F.Ehsonova, S.Hakimov " PEDAGOGY Explanatory Dictionary" Tashkent-2020
- [4] Mavlonova RA, Normurodova B. Methodology of educational work. Textbook. – Tashkent: "Fan", 2008.
- [5] Mavlonova R., Rakhmonkulova N., Normurodova B., Matnazarova K. Methodology of educational work. The textbook was published by the Nizamiy State Pedagogical University of Tashkent. - Tashkent, 2014.
- [6] Khoshimov K., Ochilov S. Anthology of Uzbek pedagogy. Textbook. –T.: "O'qituvchi", 2010.
- [7] Mavlonova RA, Vokhidova ND., Rakhmonkulova ND. Theory and history of pedagogy. Textbook. –T. "Science and technologies", 2010.
- [8] Mirziyoyev Sh.M. Critical analysis, strict discipline and personal responsibility should be the daily rule of every leader. Speech of the President of the Republic of Uzbekistan at the meeting of the Cabinet of Ministers of the Republic of Uzbekistan dedicated to the results of 2016 and prospects for 2017. // Khalk sozi newspaper, January 16, 2017, No. 11.
- [9] Mirziyoyev Sh.M. We will build our great future together with our brave and noble people. –T.: "Uzbekiston", 2017.
- [10] Mirziyoyev Sh.M. The rule of law is a guarantee of development, ensuring human interests and the well-being of the people. "Uzbekistan", 2017.
- [11] Mavlonova RA, Abdurakhimova D. Pedagogical skills. Textbook. –T.: "Science and Technology", 2012.
- [12] Nishonova S., Imomova M., Khasanov R. History of Pedagogy. Textbook. -T.: "Okyuty", 1996.
- [13] Ochilov M. Teacher - architect of the soul. Textbook. –T.: "Okyuty" 2004.
- [14] Egamberdiyeva N. Social pedagogy. Textbook. -T.: UzMKN named after "Alisher Navoi", 2009.
- [15] Askarova R., Haitboev M., Nishonov S. Pedagogy. T.: Teacher, 2001
- [16] Pedagogy. Under the general editorship of M. Tokhtakhojaeva. -T.: National Society of Philosophers of Uzbekistan, 2010.
- [17] Podlasi IP Pedagogy V2-x kn.-M.: VLADOS, 2000





- [18] Ibragimov XI Abdullaeva SH. Theory of Pedagogy. -T.: “Science and Technology Publishing House, 2008
- [19] Khadjayev B. Theory and practice of general pedagogy.-T-2017.

