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# **The Issue of Training Competitive Specialists through a Systematic Approach to Education**

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**ABSTRACT:** This article is about the justification of the shortcomings that are allowed in the areas of application of the systematic approach. The importance of a systematic approach in the independent study of knowledge and the search for ways to apply it effectively in practice has been studied.

**KEYWORDS:** quality education, competitive education, systematic approach, law, education, “National Program of Personnel Training”, pedagogical system, attributes, integration, method of structural analysis, rails.

## **I.INTRODUCTION**

Currently, the key advantage of any region is the development of human resources and the need to improve its competitiveness. Just in the field of secondary vocational education (hereinafter referred to as SPO) is the key to ensuring stable economic growth, both enterprises and the region as a whole. An important problem of the near future is a competitive education, which includes not only higher education, but also secondary vocational education. Modification of socio-economic conditions dictates the need for a qualitatively new level of training. This can be achieved through the transition of educational institutions on the innovative way of development, allowing to ensure the growth of efficiency. [1]

As a result of the identified problem, there are several aspects: firstly, the educational and material base, secondly, the staff of educational institutions, and thirdly, communication with enterprises, because without practical experience, a student will not be formed as a specialist in his field. The third aspect acts as a practice-oriented training related to the production sphere. This is one of the factors of an adequate result of the str, i.e. training, at the request of various industries. The constantly changing requirements of employers, caused by the emergence of new production technologies, require changes in the content of training in secondary vocational institutions. In this regard, the educational and material base of the institution is important, which should solve a set of tasks related to both the educational process and the formation of the student's personality.[2]

There is also an acute shortage of specialists of new professions, or those who have updated and supplemented knowledge and skills within the existing profession. Worldwide, training is clearly recognized as a productive investment, and vocational education is seen as an economic asset: the world Bank estimates that three-quarters of the us national wealth is human capital. Through the prism of human capital, the str has come to be seen in many countries as a decisive source of economic growth, an instrument to reduce economic inequality and a means to combat unemployment. [3]

Thus, the activities carried out to modernize secondary vocational education are designed to solve the problems not only to improve the professional training of young people, but also to change it qualitatively. During the training of a specialist, the priority is the installation on the development of personality and professional culture, which allows to significantly facilitate the process of professional adaptation. This requires fundamental changes in the quality of training. That is why high-quality professional education today is a means of social protection, a guarantee of stability, professional self-realization of a person at different stages of life.

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training of a specialist, the priority is the installation on the development of personality and professional culture, which allows to significantly facilitate the process of professional adaptation. This requires fundamental changes in the quality of training. That is why high-quality professional education today is a means of social protection, a guarantee of stability, professional self-realization of a person at different stages of life. The concept of quality of education is multifaceted.

It should be noted that the quality of education has a complex dynamics of development, which is defined as a modification in the activities of educational institutions and in the public environment. Currently, the most important means of ensuring the quality of education is the SPO, the introduction of which has created conditions for a balanced content of the interests of all subjects of education, namely the increase in the creative activity of teachers and methodologists, which leads to the improvement of methodological work, to an increase in the quality of training. Currently, non-communication of methodical work of colleges within the system of str is being overcome. Interaction of institutions of primary, secondary and higher professional education in the solution of actual educational and methodical problems is strengthened.

One of the main factors in the reform of the educational sphere in Uzbekistan is "the interest of the individual and the priority of Education". Since this factor is an important process that determines the future social policy of the country, there was also a need to develop the law "on education" and the "National Program of Personnel Training". Such a responsible problem was solved by President Ilham Aliyev. Karimov, based on the scientific, theoretical and practical point of view, showed that the technological development of the educational process is an important principle of achieving the goal pursued in a single pedagogical process.

The problem of systematic approach in science arose as a response reaction to the long-term management of the analytical pathways of the study, which was not significantly inadequate when it was necessary to determine the interrelation of a part and integrity in the object under study, to establish the interdependence between incomparable external factors accumulated within a single scientific sphere, as well as

A system is a set of many interrelated elements that, on the basis of a certain character, are in motion and in a single direction, intersect the overall objective of the management and interacts with the environment as a single integrity.

Scientific research shows that, despite the fact that the systematic approach is practiced in various scientific fields, as well as in pedagogical research, there is currently no single interpretation of the concept of "system" in the scientific literature. This was caused by the following: the fact that the general theory of the system has not reached its end, the difficulty in distinguishing the general concepts is the abundance of disparities, the diversity of the object (world), which is divided into different systems.

Based on the analysis of scientific literature, it became known that the systematic approach was initially used in research work, which was formed by scientists in the field of Natural Sciences.

Each element of the system has its own special significance, which, according to this functional task, constantly interacts with each other. Methods of linking elements they determine the structure and, accordingly, often use a systematic-structural or structurally-functional approach to investigate the peculiarities of the functioning of the system.

Thoughts about the theory of systems in pedagogical science began to appear in the 70s of the XX century. With the concept of the system, its essence, the view of pedagogical processes as a system and the problems of its application, a number of scientists were engaged.

The analysis of scientific literature shows that in pedagogical science until now, the exact concept of the "pedagogical system" in educational and scientific pedagogical literature has not been expressed, but its structure and function has been clearly expressed. This situation leads to the fact that the term "pedagogical system" is used in different contexts and meanings.

In a systematic approach, several sets of rules and principles are used that create the opportunity to achieve high results in research and practical activities. Among such principles and principles are the following: from the abstract to the accuracy; the unity of synthesis with analysis, historicity with logic; the variety of connections and interactions in the object; the structure of the object - the unity of representations about its functions and origin.

The methodological basis for the processing of theories of formation and movement of Educational-Scientific-pedagogical complexes is a systematic approach, as well as a systematic justification as important attributes of the object that create the possibility of using pedagogical objects.

All systems have an organizational structure, which consists of:

- ✓ objects;
- ✓ elements (parts and components));



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- ✓ at the disadvantage of features that make up objects (attributes);
- ✓ relationship or mutual action;
- ✓ the presence of more than two species of contact of the dam – dam □ and vice versa;
- ✓ divided by the amount of degrees and their degrees.

In the structure of the organization of any system, it is necessary to focus the main attention on the connection between the elements (parts and components). Changing any external or internal connection leads to the restructuring of the whole system, replenishing it in a broad sense.

A sufficiently common methodological direction in pedagogy is that it presupposes a systematic approach and its structural integration, aspiration in the design and formation of a whole system, due to which it foresees the possibility of a high level of constructiveness, the ability to put new problems in any pedagogical science into a productive path and solve them.

In the "continuous education" section of the "national model" created on the basis of the "national program of Personnel Training" of the Republic of Uzbekistan, we can see that the education system is a complex social system, all common structural features and characters are characteristic of it. They are generally considered Macroeconomics, because in their composition there are systems in the form of separate groups, classes, divisions, faculties, etc.

It is worth noting that the system of educational institutions in one mold, which has existed for several years, has been reformed in a network of state and non-state institutions, differing in different parameters. This, in one respect, allowed the population to fully meet its need for education, and on the other hand, it has undermined the legacy of the system, which is clearly manifested in modern conditions, and the interaction between its constituent elements.

The problem of formation of an independent and free-thinking person is the transfer of educational and educational work in educational institutions to the "rails" of pedagogical technology. Of course, this process is not easy: it is necessary to categorically turn today's existing educational system into a science-based pedagogical system. In fact, elements of social experience - knowledge, skills, creative activity, relations with the object being - are the product of a pedagogical process and are formed within a certain pedagogical system. And pedagogical technology is a project of the pedagogical system, which is being introduced into practice.

This means that the systematic approach has a universal characterization as a methodology of scientific knowledge and a direction of pedagogical practice and is widely used in pedagogy. The educational process can also be viewed as a pedagogical system.

In pedagogy, the concept of "systematic approach" is often used in a continuous connection with the concepts of "systematic method", "method of structural analysis". Because, the method of systematic analysis also implies the study of the object as a holistic system. The systematic approach is very close to the systematic analysis, especially carried out according to the structure – function. The object of structural analysis is a holistic thing or phenomenon (system). It is, firstly, the different parts of the object; secondly, the interrelation of parts; thirdly, it implies the boundaries of the system and the quadrant, the connection and connection of the system with the environment.

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