

Consistency and continuity in vocational and pedagogical education

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Abstract. In this article, the author describes the current state of the problem of consistency and continuity in vocational and pedagogical education, as well as illuminates its rationale and the specifics of its implementation.

Keywords: education, vocational education, consistency, continuity, logic, content.

Introduction.

One of the most effective factors in the implementation of a continuous education system is provision of consistency between its levels. Therefore, the issue of provision of consistency in education has always been one of the most pressing problems in pedagogy. Today, there is such an urgent problem to be solved in higher pedagogical educational institutions of our country as ensuring the consistency of the content of vocational and pedagogical education. Taking into account the requirements of today's continuous education, it is time to make scientifically and practically substantiated clarifications in the comments on this issue, as well as to ensure the consistency in the content of vocational and pedagogical education.

Purpose of the study.

In order to fully imagine and solve the problem, let us first focus on the degree of elaboration of the problem of consistency in pedagogy. At various stages of social development, the issues of effective organization of the educational process and provision of its consistency and coherence have attracted the attention of mature thinkers and advanced educators. Such aspects of organization of education of the younger generation were studied by Abu Ali ibn Sina (Avicenna), Mirzo Ulugbek, Abdulla Avlani, Jan Amos Komenský, Konstantin Dmitrievich Ushinsky and others in their time.

Materials and methods.

There are different approaches to defining the concept of consistency in education. A number of researchers have given different definitions to the concept of consistency. In particular, V.N. Prosvirkin emphasizes that consistency means inexistence of repetitions in new topics not only in form, but also in content, prevention of mechanical repetition of the same exercises and achievement of development of the topic [1: 14].

According to S.L. Rubinstein, the essence of consistency is that there is a correlation between all the stages of the learning process because each stage occurs on the basis of the previous one, constituting its internal conditions [2].

Yu.A. Kustov explained the laws of implementation of the principle of consistency, the most important of which are:

- distinguishing the main stages of personality formation, its quality and types of activities;
- determining the initial and achievable levels of quality or type of activity to be formed;
- identifying the contradictions between the prospects of personality development and its current condition;
- distinguishing the main structural elements (factors, concepts, laws) of the course, section and topic, which must be mastered while studying a particular discipline (subject);
- activating pre-formed basic concepts and methods of activity in students' minds;
- selecting an effective combination of methods, forms and means of teaching, and, on their basis, "transferring" students from the initial level to the established level, i.e. carrying out their management;
- revealing the connection between the concepts being studied and previously acquired knowledge and skills;
- "introducing" newly formed concepts;

- using widely the solution of social and professional problems in the process of forming new concepts [3].

According to U. Tolipov and R. Choriev, consistency and coherence are one of the important principles of didactics requiring the means that make up the content of education: logical connection among syllabuses, methodological recommendations and additional visual materials, the acquisition of new information based on basic knowledge and interdependence in the formation of knowledge, skills and abilities at certain stages of education [4].

Results and discussion.

Taking into account the fact that educational activity in higher pedagogical educational institutions is a multifaceted and complex process, it is very important to clearly define the place of interdisciplinary relations in the structure of education in a practical, goal-oriented way. To do this, it is necessary to rationally distinguish the didactic “norms” of interdisciplinary relations not only in the curricula, syllabuses and textbooks of certain disciplines (i.e. methodology of physics, chemistry, labor education), but also of such courses as general pedagogy and pedagogical psychology.

At a time when the education system is being modernized, it is necessary to radically reform and connect with life the content of the system of vocational and pedagogical education by re-analyzing it and ensuring its consistency.

Studying the provision of consistency of the content of vocational and pedagogical education, as well as consistency and interdisciplinary relations between levels of education (bachelor’s degree and master’s degree) and courses in higher pedagogical educational institutions of our Republic allows revealing the essence of the problem. The main feature of consistency between the levels of education is that the content of the next level of education (master’s degree) does not only directly continue the content of the previous level (bachelor’s degree), but also is reflected in the repetition and enrichment of certain disciplines (subjects) in an expanded and deepened way in terms of content. Such consistency should first be reflected in (model, working) state educational standards and syllabuses. The effectiveness of the lesson, its targeted structure depends in many respects on the provision of consistency between state educational standards and teaching materials. Without providing such consistency, it is impossible to increase the effectiveness of education and create a mechanism for the practical application of state educational standards.

It is important to ensure the interaction between the courses and correctly distribute teaching materials in order to provide consistency in the content of vocational and pedagogical education in the system of continuous education. At the same time, in the stages and courses of the system of professional and pedagogical education, knowledge should be logically complementary, the content of subjects should be aimed at ensuring consistency, and there should be a certain sequence and an integrated system in the structure of teaching materials.

Consistency means the placement of teaching materials in a certain sequence and system, reliance on existing knowledge in the acquisition of knowledge, application of teaching materials to a certain extent into the next stages and continuation of the levels of the educational process. It helps design the materials of the subject and effectively select types of activities for the acquisition of the basics of the discipline (subject). In this process, it is important to take into account the following two factors: the content, logic of a particular subject (aspects that determine the existence of consistency in the subject – the concepts, laws and evidences that make up the content of the subject; actions gradually revealing the essence of previously and later acquired knowledge of a particular field in a certain sequence) and the laws of the process of knowledge acquisition (action, practice that does not allow incorporation of didactically unprocessed knowledge of a particular field directly into the subject).

Consistency and continuity are characteristic of the curricula of educational institutions providing continuity of education and ensuring that students in each type of education receive knowledge to a certain extent.

Provision of interdisciplinary relations in the system of vocational and pedagogical education makes it possible to interconnect concepts, laws and theories of different disciplines, to form general scientific, professional and pedagogical knowledge through these relations, and to deepen and enrich their content.

Conclusion.

To provide the consistency of the content of vocational and pedagogical education, it is necessary to adhere to the following guiding principles:

- compliance of professional pedagogical education with the requirements set by the state and society for the quality of personnel training;
- compliance of all subject syllabuses in the system of vocational and pedagogical education with the requirements of state educational standards;
- teaching system and the forms, methods and means of education should provide the integrity of students' learning activities;
- themes in syllabuses should consider students' intellectual, professional, spiritual and cultural development;
- provision of consistency between courses in the system of vocational and professional education;
- provision of interdisciplinary integration in vocational and pedagogical education;
- provision of interthematic consistency in subject syllabuses of the system of professional and pedagogical education:
- formation of teaching materials in syllabuses on the basis of the principle of simple to complex;
- consistent and coherent expression of theoretical, spiritual and moral knowledge aimed at forming the idea of national independence and national ideology in the context of education.

A characteristic feature of consistent vocational and pedagogical education is that it forms new knowledge, skills and abilities in students on the basis of previously acquired knowledge and skills, improves their interaction and, in turn, further deepens, expands and consolidates previously acquired knowledge, skills and abilities while presenting new knowledge.

Provision of consistency of the content of vocational and pedagogical education depends not only on the consistency between the levels, courses and content of education, but also on the consistency of the educational process, i.e. the development of thought of the subject that implements it and the object that is considered its end result. After all, no matter how thoroughly teaching and methodological sets might have been developed, they are applied by teachers directly into practice.

References

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