

Improving the Methodology of Preparing Future Specialists for Professional Activity in an Integrated Learning Environment

*Xolikova Oyistaxon Yuldashevna*¹, *Aminjonov Sardor Abdurasul o'gli*²

Annotation: The article defines the organizational and pedagogical model of ensuring the integration of theoretical and practical training based on the integration of professional training institutions around their own specialization, as well as the main tasks of ensuring theoretical and practical training integration in the educational process. In particular, attention is paid to improving the methodology of directing specialists in the field of pharmacy.

Key words: professional training, traditional education, integrated education, theory, practice, professional activity, knowledge, skills, competencies, Hemis.

In preparing highly qualified specialists for professional activity based on integrated education, ensuring the relevance of theoretical knowledge and practical skills in the fields of study, and directly producing the educational process is of paramount importance. According to international experience, expanding the integrative organizational function of education, improving teaching methods and forms, shaping the personal and professional qualities of future specialists play an important role in further developing the trend of theory and practice in education. This, in turn, promotes the expansion of the pedagogical diagnostic capabilities for checking the results of preparing specialists for professional activity taking into account the individuality and mutual relationship of educators and employers, developing relevant methodological recommendations on identified issues, and expanding the informational-didactic capabilities of educational integration. We will first consider the interdependence between theory and practice in the system of professional education:

Theory - is the generalized system of knowledge that forms the content of education. Practice, on the other hand, is the process of shaping practical skills as a result of the joint activity of teachers and students in activities. Undoubtedly, discussing issues related to internship in enterprises for college teachers to acquire sufficient competence, as well as preparing teaching materials based on integrated educational methods for future professionals, has yielded expected results. Research conducted has shown the need to make changes to the traditional teaching model in training specialists for professional activity. This is because shaping the interrelated system of knowledge and skills among learners based on the traditional teaching model is quite challenging.

The aforementioned issue emphasizes the need for more relevance in professional education in preparing future specialists for professional activity. This correlates with the integrative nature of professional activity. Providing comprehensive integration of theory and practice can be seen as a new model of teaching. Because the knowledge acquired, the necessary skills, and competencies are constantly expanding. Furthermore, there is a demand to develop the ability for independent thinking among specialists. From our perspective, an organizational and pedagogical model for ensuring the integration of theory and practice in professional education has been developed.

In view of the developments in education systems in countries with advanced science and technology, it is necessary for us to adopt and implement innovations and changes in the education system. A good example of this can be the introduction of "Hemis" which has entered the Higher Education system.

¹ Faculty of Pharmacy, Department of Pharmacology, Fargona Public Health Medical Institute, Pharmaceutics Professor

² Student of Group 70.22, 2nd Course, Fargona Public Health Medical Institute



This platform, considered as a modern bridge between future specialists and teachers, has integrated numerous functionalities and significantly reduced unnecessary paperwork.

CONCLUSION

From our perspective, the proposed integrated education process will assist in addressing the issue of training specialists who are fully prepared to perform specific job functions while maintaining the theoretical preparation level required by state educational standards. We have taken steps to identify the components of the integrated education process, including its curriculum, activities, stages, levels, components, directions, types, and forms. This approach fully articulates the provision of integrated theory and practice in education, reflecting its integral parts. Our research, which is based on the tasks identified, along with conducted studies, scientific research, and literature analysis, demonstrate that the training process for future professionals with medium specialized knowledge in professional activity has not been sufficiently structured based on theoretical and practical education integration.

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