

MECHANISMS FOR LINKING LEARNED INFORMATION WITH PRACTICE

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ANNOTATION: This article discusses the fact that the lack of connection of theoretical knowledge learned in higher education with practice is one of the main factors reducing the quality of education, and that in order to connect the learned information with practice, it is important to strengthen the practical content of educational programs. It also highlights one of the biggest problems related to practice in the conditions of Uzbekistan - the general relationship between the production sector and the education system

ANOTATSIYA: Ushbu maqolada oliy ta'limda o'rganilgan nazariy bilimlarning amaliyotga bog'lanmaganligi ta'lim sifatini pasaytiruvchi asosiy omillardan biri ekanligi hamda o'rganilgan ma'lumotlarni amaliyot bilan bog'lashda eng avvalo, ta'lim dasturlarining amaliy mazmunini kuchaytirish muhim ahamiyat ega ekanligi haqida so'z boradi. Shuningdek O'zbekiston sharoitida amaliyot bilan bog'liq eng katta muammolardan biri – ishlab chiqarish sektori va ta'lim tizimi o'rtasidagi umumiy munosabatlar yoritilgan

АННОТАЦИЯ: В данной статье рассматривается тот факт, что отсутствие связи теоретических знаний, полученных в высшей школе, с практикой является одним из основных факторов снижения качества образования, и что для того, чтобы связать полученную информацию с практикой, важно усилить практическое содержание образовательных программ. Также в ней освещается одна из самых больших проблем, связанных с практикой в условиях Узбекистана, - общая взаимосвязь между производственной сферой и системой образования.

Introduction

The main task of modern higher education is to prepare students for real life by ensuring a close connection between theoretical knowledge and practical experience. In order to improve the quality of education, the lack of connection of theoretical knowledge with practice is recognized as one of the main weaknesses in student training. This problem is explained not only by the outdated content of education, but also by the disconnection of the educational process from practice, weak cooperation with production, and insufficient attention to practical competencies. Therefore, the development of clear, systematic, and sustainable mechanisms that ensure the integration of educational content and practical activities in higher education has become an urgent task.

In order to connect the learned information with practice, it is first of all important to strengthen the practical content of educational programs. When developing educational programs, it is necessary to increase the share of not only theoretical subjects, but also professional modules, laboratory work, seminar sessions, cases and practical assignments. This will form the student's ability to independently master knowledge, apply it, analyze it, and apply it to real situations. For example, a student studying in the field of economics should not only know economic theories, but also be able to conduct market analysis, create investment projects or calculate business plans.

The second important mechanism is the widespread introduction of the dual education model. In this model, a student receives theoretical knowledge in an educational institution on certain days of the week, and on the remaining days he undergoes internships in production, an

enterprise or organization. This model has been very effective in countries such as Germany, Austria, and Switzerland, and has also begun to be introduced in some technical and pedagogical areas in Uzbekistan. Through dual education, a student learns to directly apply theoretical knowledge in practice, which strengthens his professional preparation and helps him adapt to work immediately after graduation.

As a third mechanism, it is possible to establish industrial cooperation centers that work on the basis of constant cooperation between the department and production. Such centers provide continuous communication between the enterprise, organization, educational institution and students. Through the centers, scientific projects, research, practical assignments are formulated based on current problems in production, and students are involved in this process. Through this, the student not only receives knowledge, but also participates in solving real sector problems, thinks creatively and is interested in conducting research.

Also, the inclusion of startups, innovation laboratories and project-based education elements in the educational content fills the gap between theoretical knowledge and practice. Organizing lessons on a project basis in each direction, using the "Case-study" method, and education aimed at identifying and developing students' innovative ideas are some of the most important tools that ensure efficiency in modern education. Positive results are observed in these areas through the incubation centers, youth technoparks, and "startup-week" projects operating in Uzbekistan.

An important component of the integration of education and practice is the mentoring system. When each student performs practical tasks under the guidance of a real working specialist - a mentor, he directly connects theoretical knowledge with professional activity. Mentors also instill in the student skills that meet market requirements, responsibility, and the ability to work in a team.

Another necessary mechanism is the active involvement of employers in the educational process. Their participation in developing the content of educational programs, participation in seminars and classes, and offering student assessment criteria will increase the relevance of education to the market. This method is widely used in the USA and Singapore. In Uzbekistan, employers are currently more involved in recruiting graduates, but their participation in the educational process itself is limited. It is necessary to strengthen legal and organizational mechanisms in this regard.

Another important mechanism for linking education with practice is the meaningful organization of independent study hours in the module-credit system. Independent study should serve not only to master theoretical material, but also to help the student complete tasks aimed at practical activities. For example, through activities such as video analysis in the field, observation, preparation of analytical reports, development of cases, and offering solutions to local social problems, the student connects the learned theory with real-life conditions.

In conclusion, the lack of connection of theoretical knowledge learned in higher education with practice is one of the main factors reducing the quality of education. To eliminate this problem, systematic mechanisms are needed, such as revising the content of education, introducing a dual model, strengthening cooperation with industry, developing project-based education and startup culture, and actively involving employers and mentors in education. Only then will the effectiveness of education increase, and graduates can become competitive and independent-thinking specialists who can solve real problems.

To effectively organize practice-oriented education, not only organizational mechanisms, but also didactic and methodological foundations should be thoroughly revised. Teachers' teaching methods, the level of competency-based orientation of subject programs, and changes in educational goals and objectives ensure that the student is not only a knowledge holder, but also

a problem-solver. Therefore, the acquired knowledge should be planned so that it can be applied to real-life problems.

The concept of “learning outcome-based education” used in the European higher education space shows that the content of the educational process, assessment tools and pedagogical approaches should serve to form the student’s real professional competencies. That is, at the end of each unit of knowledge, it is clearly determined what the student should be able to do, what problems he/she can solve, what information he/she can work with independently. This approach is also being gradually introduced in Uzbekistan through the credit-module system, but so far this model is used more organizationally, and in terms of content it is not yet fully competency-based.

In addition, the problem-based learning (PBL) approach plays an important role in ensuring the integration of the learned information with practice. In this method, the teacher presents a problem, not ready-made knowledge. The student, together with his or her classmates, finds a solution based on analysis, research, experiment or case studies. This process forms in the student not only professional knowledge, but also qualities such as critical thinking, communication skills, independent decision-making and leadership. A specialist ready for practice should have exactly such competencies.

In international experiences, in particular, in Finland, Canada, South Korea and Singapore, systems such as portfolio-based assessment, competency mapping, interactive training, interactive simulation and laboratory environments, and contractual internships with large manufacturing enterprises have been widely introduced to strengthen practical activities in curricula. For example, in Korea, through the "Smart Education Campus" project, each student's educational path is managed with digital portfolios based on individual competencies. This strengthens the integral connection of knowledge, skills and experience.

At the same time, one of the biggest problems with internships in Uzbekistan is the disconnect between the production sector and the education system. Many universities do not have real and systematic cooperation with industrial enterprises. Students undergo internships only in the form of documents or for a short period of time, superficially. This negatively affects the level of professional training. To solve this problem, it is necessary to establish strategic partnerships between education and the labor market, create innovative production clusters at universities, and direct students to real problems on the basis of projects and grants.

Another notable approach to connecting the acquired knowledge with practice is to ensure multidisciplinary and interdisciplinary integration. Practical problems are usually not solved within the framework of a single specialty. Therefore, the student must be able to connect the knowledge of his field with the basic concepts of other areas. For example, a student of social sciences needs to know digital literacy, and a student of technical direction needs to know social communications to form a set of modern competencies. Enriching the curriculum with modules that intersect with different areas also increases the proximity to practice.

Also, an important task facing teachers today is not to present knowledge, but to contextualize it. That is, it is necessary to connect educational materials with real situations in society, current needs in the field, and students' life experience. In this way, knowledge becomes not an abstract concept, but a resource that serves the student's personal development. For example, in marketing, it is necessary to create educational tasks based not only on theoretical concepts, but also on real data about Uzbek brands, trends in the local market, and consumer behavior.

Conclusion

In conclusion, it can be said that linking the acquired knowledge with practice is a strategic direction for improving the quality of higher education. This process does not only involve the duration of internships or internships in production.

It includes the orientation of the entire educational process to a practical environment, the formation of educational methodologies and didactic tools based on practical activities, the approximation of assessment criteria to professional indicators, and the increase of the student's personal and social activity. Although reforms in this direction have begun in Uzbekistan, they can be deepened, harmonized with advanced foreign experience, strengthened academic freedom, and strengthened integration with the labor market to form a more effective educational environment.

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