



TRAINING EDUCATION PROCESS PEDAGOGICAL FRAMEWORK FOR INTERACTION OF INTERACTION RELATIONS

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Annotation: This thesis describes the specific features of interdisciplinary learning in the learning process. The author was written the interdisciplinary approach taking into account the relevance of the learning process. The issues of ensuring harmonization in the content of the curriculum are the areas of interaction in the subject curricula. For this reason, the author emphasized the didactic basis of interdisciplinary communication.

keywords: Interdisciplinary, Integrative, Approach, Learning, Linking, interaction, relation, Pedagogical, technology, quality of education, skill, didactic, supply.

The national model of personnel training is the preparation of highly qualified, scientific potential pedagogical cadres, the creation of scientific infrastructure at the level of world science integration and upgrading the content of secondary education on this basis, improving the quality of education, improving the theoretical knowledge, skills and abilities of learners. Educating a competent person who is free-thinking, creative, loyal to the ideology of independence of our country requires increasing the effectiveness of education in schools. From this point of view, the creation of interdisciplinary constitutional laws and the linkage system will provide a solution to promising challenges in education.

Undoubtedly, independence is the main aspect of independence, the aspiration to bring up school-age children to the highest level of humanity, the enjoyment of spirituality, and the upbringing of our national and universal values. To do this, the teacher himself must have a great pedagogical skills and high human qualities. Today, in today's educational process, the teacher's work system is fundamentally changing, and pedagogical technologies, integration, and innovation are widely used in practice.

In the case of interdisciplinary communication, the students' knowledge acquired through the development of their knowledge, capabilities, interests, intellectual and intellectual abilities. The interdisciplinary approach should be understood as a



didactic opportunity for curricula for different subjects and textbook balancing. Didactic aspects of interdisciplinary interactions are not limited to the expression of different knowledge and concepts in the content of particular subjects. Pedagogical research on interdisciplinary attitudes must be considered as an opportunity for pedagogical influence on a developing individual as an independent research direction. In recent years, the educational value of interdisciplinary interdependence attention is paid. In pedagogical conditions with interdisciplinary communication, it is necessary to emphasize the role of the tutor in the educational process.

Problems of interdisciplinary communication are presented as a leading pedagogical problem in the Uzbek scientists' research. As a result of scientific and theoretical researches it has been revealed that the didactic capacities of mathematics and socio-humanitarian interdisciplinary interdependence are not defined. The process of mastering the content of these areas of education and the interconnected knowledge, skills, skills, and practical application of the subject have not been studied theoretically and practically. One of the main factors that nowadays is to provide mathematical knowledge in the context of education, and to formulate students' high level of computational skills and thinking, is that the content of the curriculum is mathematical in the context of general secondary education is negligible.

The accelerated development of science and technology in foreign countries creates complex problems for scientists. Therefore, the introduction of new theoretical and practical knowledge of natural and social development laws into the content of education, the creation of the necessary knowledge and skills in the interconnection of all subjects, and the vital knowledge of social life experiences and various fields of science it is extremely important to train pedagogues who have a great knowledge and skills to help their students achieve this goal. In order to clarify the interdisciplinary approach to solving these tasks, the purpose of this course is to determine the content of each curriculum, and to use the latest pedagogical technologies used in teaching, should be shaped.

It is important to rely on mathematical concepts of the relevance of all subjects, especially the new aspects of teaching socially-humanistic subjects. Mathematical knowledge, understanding, and computing skills that are offered to students have a generalized meaning. When interdisciplinary communication is provided, learners are given the knowledge and understanding that are interconnected. The issues of ensuring harmonization in the content of the curriculum are the areas of interaction in the subject curricula.

This is why it is important for a comprehensive understanding of the content of the "academic interdisciplinary approach". Interdisciplinary Interaction is an



opportunity to explore the content of the course topics, to highlight the important points in it, and to activate the following processes:

- Reducing the likelihood of a subjective approach to the learning interdisciplinary approach in the learning process;
- to draw the attention of the students to the most important subjects of science that are of paramount importance in the discovery of key science ideas;
- Enhancing the continuity of perceptions by encouraging students to diversify their didactic means to enhance the scope of their creative initiative and independence of learning and effective multidisciplinary academic interactions; step-by-step implementation of organizational work on the use of interdisciplinary learning;
- achieving a mutual cohesion of the subject curriculum through various didactic tools;
- Establishing creative collaboration between teachers and students;
- Developing the synthesis of the students' academic world outlook on social life through mathematics with the social sciences and humanities.
- The synchronization of social life with the social-humanitarian curriculum.

Teaching process as a system by its founders, ie teachers' teaching tools, to evaluate the effectiveness of the learning process in a particular context and the learning outcomes of the learning outcomes develops technology-driven educational activities. It is important to mention the importance of pedagogical technologies in this process.

Pedagogical technology also includes a complex integrative process, which includes all aspects of learning, including the problem analysis and planning, problem solving, and organization of activities.

Ensuring that a person has mature maturity, the formation of an intellectual potential that is capable of developing the harmonious spiritual and spiritual world is primarily determined by specific goals set out in the educational process. The more creative and demanding approach to the content of the education is the power of influence on the emergence of a range of psychological possibilities for young people, effective use of their intellectual potential, and the feeling of self-fulfillment serves as a For this purpose, of course, the teacher and the educator serve as a foundation.

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