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In the Work of Future Technology Teachers Directions for Realizing the Integrity of Interdisciplinary Connection

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A B S T R A C T
In contemporary educational practices, the integration of interdisciplinary connections is pivotal for fostering comprehensive understanding and problem-solving skills among students. This article explores the strategies and directions for future technology teachers to realize the integrity of interdisciplinary connections in their pedagogical work. Emphasis is placed on the theoretical foundations, practical implementations, and the impact of these interdisciplinary approaches on students' learning outcomes.

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One of the tasks of interdisciplinarity in institutions of higher education is to increase the interest of students in both learning science and acquiring a profession by identifying and strengthening the information about the profession in the content of the "Introduction to Specialization" course, as a result of which they form their scientific worldview, the materiality of the world is always in their minds. , consists of inculcating the interdependence of events, deepening their knowledge of the profession.

This raises the issue of integrating interdisciplinary communication. First of all, this unity should be within the pedagogic sciences. Its provision prepares students for creative application of pedagogical knowledge in their future profession, as well as attracts them to deep and thorough mastering of this knowledge through professional subjects. A properly established connection ensures that one science complements the other, and that they do not separate from each other. If the sciences are not well connected, the student will be powerless in front of him when he encounters the phenomena of the world, professional knowledge and practice. If the connection is at a sufficient level, the materiality of the universe, the unity of events, and their inseparability will be formed in the minds of students. According to the principle of systematicity and sequence in education, knowledge should be taught in a scientifically based system, each studied material should be based on what was previously learned, should create opportunities for what will be learned in the future, and should be strengthened by practice.

Researchers-pedagogues in their research and in the activities of teachers of educational institutions can distinguish the following directions:

1. Determining the integrity of learning academic subjects. This compatibility should be such that the study of one subject should prepare the ground for the study of another subject.
2. Creating coherence in the formation of concepts and skills.
3. Ensuring unity in the interpretation of general concepts, laws and theories.
4. To create a uniform approach to the formation of general understanding and skills. For example, creating a general approach to working with educational literature, measuring, calculating, graphing

and other skills in students.

5. Formation of students' scientific outlook.
6. Show the generality of research methods used in various disciplines.
7. Placement of substitutes so that the same issues studied in the lessons of different academic subjects do not have a negative effect on the attitude of students to study.

Based on our research and work experience, we will show the following methods of implementing interdisciplinary connection in education:

- show the interaction of the studied phenomenon with the phenomenon previously studied in other science lessons;
- relying on knowledge previously acquired by students in another discipline when studying a phenomenon;
- solving problems and tasks of interdisciplinary nature;
- carrying out practical work of interdisciplinary nature, etc.

Didactic requirements for interdisciplinary courses include:

1. In order to master a new topic in a lesson studied on the basis of interdisciplinary connection, the involvement of knowledge related to the specialty and the acquisition of the skills to apply it.
2. To ensure the effectiveness of students' cognitive activities by using educational materials of professional content of pedagogy in the lesson studied on the basis of interdisciplinary connection.
3. To ensure that lessons are organized on the basis of interdisciplinary connections in order to explain the nature and causal connections of various phenomena.
4. Learning materials should be summarized based on interdisciplinary connection. For this, it is necessary to use various methods of education: lectures, seminars, problem solving, summarizing, conferences, etc.
5. From pedagogy, lesson topics of this type should consist of conclusions connected with knowledge in technical sciences.
6. Lessons based on interdisciplinary connections should help to reflect the connections and differences between the knowledge obtained from different disciplines in the minds of students.
7. Lessons based on interdisciplinary connection should serve to deepen pedagogical knowledge by strengthening professional interests of students.

Based on what has been said, we have come to the conclusion that the following parts of teachers' activities that are currently the biggest challenge can be distinguished, that is, the implementation of interconnection based on the following principles:

- integrity;
- professional orientation.
- To implement these principles:
- choice of joining materials;
- selection of career guidance materials.
- selection of methods and tools of organic connection;
- selection of methods and means of professional orientation should be done.

It should be noted that teachers' difficulties in the content of the mentioned principles cause difficulties in the process. We will analyze the causes of methodological difficulties of teachers. The data obtained on the basis of the above-mentioned approach to the study of difficulties allows us to compare two directions in his activity:

Including the content and process aspects of the mentioned principles, implementation of polytechnic and FAB principles - on the one hand, and career orientation, integration - on the other hand.

This comparison shows that the reasons for the teachers' difficulties are their lack of familiarity with the specifics of implementing the principles of integrity and career orientation, as well as lessons in which the methods of implementing the principles of integrity and career orientation are revealed. It is related to the fact that there are very few methodological developments.

Thus, interdisciplinary integration is the most important factor in the development of education today, and the practice of its application is diverse.

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