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Improving the Processes of Integration of Enterprises and Educational Institutions with Human Resources Consumers

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Annotation: this article will talk about issues of improvement of integrative processes among enterprises and educational institutions, the system of an enterprise - educational institution, directions of improvement of integrative processes.

Keywords: education, didactic, method, medium, form, Educational, Scientific, modern pedagogical and information technologies, integration, competitive, globalization, labor market, economy, Real Sector, Social, art, business, law, autonomy, production, complex, etc.

In the issues of reforming the national education system in our republic, issues of improvement of integrative processes among enterprises and educational institutions are becoming more important.

Globalization processes in the result of the introduction of advanced technologies and foreign investments into our homeland are leading to a rapid volatility of labor market demands. In such cases, the relevance of the issue of functioning in accordance with the requirements of the time of personnel consumer systems of the main branches of training qualified personnel – enterprises and educational institutions increases. One of the modern ways to increase the flexibility of the system of training quality, competitive and qualified specialist personnel is the organization of a continuous educational process, which applies practical skills and theoretical knowledge. As a result of the formation of an inextricably linked system of continuing education, it was possible to effectively use these links, as well as to fill jobs in production enterprises with modern specialists from the capacity of trained personnel.

Today, the penetration of globalization processes in the world as well as foreign investments requires a further increase in the flexibility of the educational system. One of the modern ways to increase the flexibility of a qualified personnel training system is to train practicing bachelors. It provides an opportunity to effectively use the potential of educational institutions and trained personnel.

Therefore, it is required to radically improve the quality of training of personnel in the educational system, among them to strengthen the integration processes, increase the effectiveness of education and set up existing educational areas of training on the basis of students of the labor market in accordance with the current and priority areas of the economy.

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The processes of further improvement of the integration of the personnel training system with the spheres of the economy paved the way for the formation of a direct personnel training system today. In this regard, the directions and specialties of educational institutions were brought into a variable form in accordance with the demand. In particular, due to the structural changes in the real sectors of the country's economy and social spheres, the prospects for the development of spheres based on their demand for specialist personnel, taking into account the regional programs adopted in the following years, some educational institutions have been re-specialized, training of personnel in other professions has been renewed due to the suspension of training, training of personnel in the specialty was started anew.

At the same time, on the basis of the developed regional programs, the indicators of student admission – education, arts and culture, social sciences - were increased due to the reduction of the areas of business and law, health and Social Security-the areas of Agriculture and water management, services, engineering, processing and construction networks. This can be seen directly as the result of the expansion of integration processes as well as the development of continuity of education with production. But, of course, the integration processes are not limited only to this. **"Enterprise-educational institution"** today the system is effectively established in a number of educational institutions. This system ensures their integration with large industries, production enterprises. In this case, the basis of preparation is the use of theoretical knowledge directly in the context of production. In particular, this method is effectively used in the enterprise of Coenbrod soda.

While students receive education in an educational institution during the day, in the second half of the day they use their knowledge in the production process in the form of educational practices at enterprises. In this, continuity is formed between the production system and the educational institution. The educational institution supplies specialists for its partner. The partner, on the other hand, provides the educational institution with the educational process, the necessary conditions for the training of qualified specialists.

Updates in the political-social and economic systems occurring in society determine the rapid increase in production potential. The provision of specialist personnel of production enterprises is an integral stage of this process. In this case, the whiteness of one sphere affects the balance in society. The practices established during the study period are the only process in the higher education system that ensures the cooperation of students with production systems. Educational integration serves to carry out continuous cooperation between the educational institution and production systems. Several other forms of this exist today

Educational-Scientific-production complexes are organized through an agreement with an educational institution and a production enterprise, a firm or other similar organizations. This includes not only production activities, but also R & D activities. Through this, it is possible to professionally train, retrain, improve the qualifications of students. Branches or support departments organized in production organizations and research institutions are also one of the common forms of establishing cooperation between higher education and production systems. The branches of the department provide effective activities in areas where there is no educational and laboratory base in the educational institution.

In order to solve Fundamental scientific and technical issues, introduce scientific

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developments and ideas into production, prepare scientific and scientific specialists, educational and scientific centers are organized. Engineering research centers are created with the aim of developing new technologies and equipment, their implementation, implementation of techniques and technologies. Research centers, akdemiyas, higher education institutions will be involved in these centers.

Targeted intensive training is a system for the selection of students by talent, their ability, development within the framework of talent, in which the targeted use of requirements is envisaged. During the preparation, it will be necessary to acquire deep fundamental and special knowledge.

The form of technoparks is now a widely used method in Great Britain, the United States, Germany, Australia. In this case, research work is organized on the basis of laboratories of the educational institution. In its first stage, research is carried out and students are attracted to it. At the first stage of the training cycle, they receive only theoretical knowledge. Later, they apply their knowledge in independent practices. As a result of the knowledge gained, scientific results are created in technical laboratories - products, technologies. This form of integration is also gradually entering our country (Tashkent branch of the Turin Polytechnic University).

These forms of integration provide a number of advantages in the training of qualified specialists: the productivity of time is achieved in the training, retraining, training of specialists with professional and practical skills, their employment; the expenditure in the training of personnel is reduced; the Educational-Scientific and technical-laboratory base of the educational institution is strengthened; the labor market, the production system and the As a result, the quality of production personnel increases. The main features of integration are: integration at one time has two different natures, on the one hand it means a process, and on the other-a result; interrelationship, cooperation, attitude factors are the main features that ensure integration; integration is such a process that it ensures their combination and quality with new elements based on the fact that the main characteristics of the

The processes of globalization and informatization represent the appearance of the present. All aspects of the life of society are developing: socio-economic systems, technology, education, culture and even environmental processes. In an ever-changing society, a person must adapt to social and economic changes, acquire new knowledge, technologies, acquire socially active and mobile, high professional qualifications.

These factors determine the place of a person in society. At this point, the functions of Education change, adapting to the social relations of society and now entering into integration with economic systems. Integration as a mechanism solves the issues of economic systems, achievements of Science and technology and the development of the relationship of Education.

Within the framework of improving the processes of integration of enterprises and educational institutions with human resources consumers, the following **it is necessary to provide for the solution of issues:**

- determination of methodology and didactics of ensuring integrative processes of enterprises and educational institutions with human resources consumers;
- to explain their true purpose to students in the process of their organization;
- defining ways to improve their effectiveness in teaching subjects;

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- identification of didactic principles that serve to improve the processes of integration in question, substantiation of promising opportunities;

-expansion of educational opportunities, development of scientific and methodological recommendations on them on the basis of improvement of these integrative processes;

-development of theoretical and practical foundations of the pedagogical process aimed at teaching in this integration;

- determination of the degree of efficiency of the process aimed at improving the processes of integration in question;

-to develop scientific and methodological recommendations aimed at improving the processes of integration in the educational process and to determine the content and system of their application to educational practice;

- enrichment with educational materials, assignments, training developments, models, scientific and methodological recommendations that provide this integration;

-the creation of science programs, textbooks, educational and methodological complexes, improvement of the curriculum, determination of the content of the process based on this integration, its effective use in Information Technology, retraining and professional development of educators;

- development of didactic conditions, methods, tools and forms that provide integration in order to enrich the basic concepts of students from the sciences;

- development of scientific thinking and worldviews of students as a result of studying the integration of various disciplines with special disciplines;

- to follow the consistency of knowledge that is presented in learning with the Coordination of different disciplines;

- strengthening the knowledge and skills of students on the basis of improving integrative processes;

- students will be able to apply the knowledge they have acquired in different contexts, acquire opportunities to apply the practical importance of this knowledge in different situations;

- achieve systematization and generalization of their reading, learning, acquired knowledge and skills;

- ensuring the organization of the process with the absorption of various changes, events, events taking place in society and nature into the content of the sciences;

- in the process of students ' acquisition of training materials, regular development of their cognitive activities and independent thinking skills;

- develop their interests in a particular field and profession in the process of acquiring knowledge in their interrelated disciplines;

- implementation of integration along with a problematic approach to the formation of research, cognitive skills;

- at the same time as expanding the scope of integration, it is necessary to strengthen the level of problem in its training process, to acquire complex generalized qualifications;

- regular use of the integration that provides exercises in copying the regularity necessary for educators to improve their skills in their activities and the methods of knowledge and action

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in the interrelated disciplines;

- to highlight problems related to integration, to coordinate the activities of science educators in the use of systems and training for their solution, forms of their organization.

This integration has an impact on the content, method, shape of the educational process and the interaction of teaching tasks, the development and upbringing of the student's personality. This ensures that their knowledge, skills and qualifications enter into a relationship of interaction:

- ensuring this integration has a certain effect on the components of the student's activities of study, study, implementation;

- the unity of the general and private goals of the studied science is significantly manifested;

- interest in subjects close to each other in content enriches the inclinations of student educational activities;

- the content of the activity becomes more general, the connection between processes and phenomena, ideas, theories, laws, concepts, arguments common to a number of disciplines is ensured;

- methods of applying acquired knowledge generalize in the content of integration, the process of perception is activated.

Thus, today, improving the processes of integration among enterprises and educational institutions, improving the quality of the enterprise - educational institution system serves to train mature specialists for the future.

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