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PROBLEMS OF ENSURING INTERACTION BETWEEN HIGHER EDUCATION INSTITUTIONS AND PRODUCTION ENTERPRISES

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ABSTRACT: Particular attention is paid to the coordination of cooperation between customers and educational institutions in ensuring the quality and employment of training in the world, to the use of a dual system of training on the basis of an integrated approach, the organization of educational content on the basis of integrated knowledge. Besides, the organization and development of cooperation on the basis of modern approaches requires special attention to the organization of qualifying internships in the higher education system.

KEYWORDS: Training, production and operational-technological internships.

INTRODUCTION

Internships are important in the theoretical and practical preparation of students in the areas of study in technical higher education institutions. Depending on the distribution of internships in courses and semesters and the volume of work performed, student internships are divided into four types: training and acquaintance practice, internships, operational and technological internships and pre-graduation internships.

Internships are a mandatory part of the undergraduate core curriculum. Internships are in the form of training or teaching sessions, which are directly focused on the professional and practical training of students. The undergraduate training program includes three internships - training, production and operational-technological internships.

Training and acquaintance practice:

The dating process consists of two parts:

Acquisition of practical skills in the training workshop: to learn the structure and operation of various lathes and machines, as well as to make a variety of details in them.

Acquisition of skills in the structure of ground vehicles: acquaintance with the structure of the vehicle and its aggregate, mechanism, systems, design of various types, mode of operation.

Production practice:

During the internship, students deepen their theoretical knowledge at the institute in the field of automobile plants, automobile enterprises and companies, and expand their worldview in the field to study future disciplines.

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They acquire skills in the operation, maintenance, traffic safety and other departments of enterprises and companies of the road transport sector, as well as the operation of gas stations.
Operational and technological practice:

During the internship, students learn about the maintenance of vehicles, technology of current repairs, their organization and types of fuels and lubricants, consumption and quality standards, organization of their transportation and distribution in automobile enterprises and companies.
As well as they acquire skills in studying the management, organizational structure, structure and functions of the operational and traffic safety departments of the enterprise, cargo, their volume, transport operations and passenger flow on one or more routes.

Pre-graduation work (project) internship:

Preparing the graduate to work independently in accordance with the requirements of the direct standard; deepening and strengthen the acquired theoretical knowledge; gaining experience in organizational and educational work in the team; acquisition of practical skills in the departments of the operational enterprise and the collection of materials for the completion of graduate work.
Graduates of technical higher education institutions in the field of "Ground transport systems and their operation (road transport)" can work in many institutions working in the public and private sectors. Their activities include research activities, design and construction activities, operational and service activities, production activities, as well as organizational management activities. They have the opportunity to work in government agencies, all types of enterprises and organizations under the Ministry of Transport, and research centers. In the private sector, in particular, private companies engaged in the provision of transport services, licensed by the Ministry of Transport, may work in non-governmental organizations.

The main ideas of the development of the education system in our country "Strategy of actions for further development of the Republic of Uzbekistan" developed under the leadership of the President of the Republic of Uzbekistan became the scientific and methodological basis of this research.

The acceleration of society, science and technology, the daily development of information technology is leading the XXI century into a deeply integrated economic space, a single communication and information system. This shows the need to nurture young people with comprehensive theoretical knowledge and practical skills, intellectual potential. It follows that the creation and implementation of an integrated mechanism between industrial enterprises and higher education institutions in the process of professional development of students is one of the important pedagogical problems that must be addressed.

At present, great attention is paid to integration with universities and manufacturing enterprises. As a proof to this matter,we can show The decree of the President of the Republic of Uzbekistan "On the Strategy for further development of the Republic of Uzbekistan"No.DP-4947 of February 7, 2017, "On measures for further development of the higher education system" No. DP-2909 of

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April 20, 2017 and Resolution of the Government of the Republic of Uzbekistan No. 27 of 2017 and "On measures to further expand the participation of industries and sectors of the economy in improving the quality of training of specialists with higher education." No. DP-3151 [3]

Today, the main goal of cooperation between employers and higher education institutions is to train qualified, responsible and mature professionals who meet the requirements of the times. This requires a systematic organization of cooperation between the employer and the university. It is also necessary for enterprises to report existing problems in production to universities, to open branches of universities in enterprises, ie to achieve corporate cooperation, to hold "master classes" at universities, to arouse students' interest in production, to organize internships [11].
Studying the problems of the enterprise in higher education institutions, on this basis, thesis, assignment of scientific topics to master's dissertations, if necessary, the conclusion of economic contracts, theoretical knowledge of students, lectures in this area among employees of the enterprise, practical assistance in improving their skills and these kind of affairs are implemented.
The following tasks were solved in accordance with the set goal:

- study of theoretical information on the organization of the educational process, the integration of educational content on the basis of the analysis of educational and normative documents (State educational standards, curricula, science programs, qualification programs, etc.) covering the process of training bachelors in technical higher education institutions and generalization;
- to determine the basic concepts of students and teachers of technical higher education institutions on the importance of integration in the educational process using questionnaires;
- to study the level of formation of knowledge, skills and abilities in students directly from the theoretical knowledge acquired by students in higher education during the internships organized in enterprises and organizations.

Monitoring of students' attitudes to internships was carried out in three stages:
1. At the substantive stage of the experimental work 5310600 - Ground transport systems and their operation (road transport) in the process of training students studied the relationship of disciplines taught in higher education, the relationship between science programs and internships. In order to achieve this goal, the educational activities of students participating in the survey were monitored, interviews with them, questionnaires were conducted. In addition, the level of integration in the curriculum, curricula of general and specialized subjects and educational and normative documents was analyzed. The implemented work allowed to determine the direction and program of research. The scientific works of leading scientists and experienced educators in the field on the same research topic were analyzed.
2. At the formative stage of the experimental work was organized practical-methodical activity on the basis of the content of integrated knowledge, recommendations created on the basis of such knowledge, methods of conducting integrated lessons, guidelines, methodological developments and forms of integration. Direct and indirect pedagogical observation of students' activities, organization of practical trainings with their participation, integration of educational

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content through interviews, questionnaires were formed. The level of integration in the educational process was analyzed.

It is considered beneficial for the student to have an internship at the institution of his / her choice in order to gain practical experience within a specific work plan and curriculum. However, in general, if we look at the topic of qualifying practice, it can be noted that there are three groups that get benefit. These are students, organizations and educational institutions. The internship provides an opportunity for students to consolidate the theoretical knowledge acquired during the educational process. The internship provides information on the topics of the curriculum during the academic year, changes the student's consciousness, enhances his interpretation and evaluation skills, acquires knowledge about future professional life, takes responsibility for future work life, develops his professional knowledge and skills, work ethic, subordination and learns superior relationships and contributes to his experience. Internship is also seen as the first step to a professional career with students those who have no internship in this field and no industry experience; There may be differences in terms of readiness for this profession among students who have had an internship in their field. In addition, students' choice of internship location and expectations will affect their future working conditions and expectations.

From the point of view of educational institutions, internship programs are important in meeting the requirements of the skilled workforce in this field and in preparing graduates to adapt to practical and changing conditions. As part of the growing inter-university collaboration with internship programs, public-private partnerships can offer a variety of opportunities, such as providing a competitive advantage in education, enhancing the reputation of the relevant department, and making it easier for graduates to find employment.

The influence of industrial practice on theoretical, professional and personal education:

Practice is known to be a practical teaching method that supports theoretical education in every field. In addition to contributing to theoretical education, internships allow students to take on social responsibility in matters such as taking responsibility, developing communication and professional skills, learning a profession, and learning the concept of corporate culture.

At present, students have a high level of advanced technology and information technology, interest and aspiration to the profession. Therefore, recommendations for the study of integrative knowledge using modern information technologies, including computers, were given during the internship.

In the first stage of the experimental work, interviews and controls were conducted with students to determine their level of knowledge. The following methods were used in teaching the selected integrative didactic materials to the students of the experimental group: observation, conversation, question-answer, oral presentation, problem solving, independent creative research. The results obtained for the scientific testing of experimental teaching in the chosen field of study were also conducted in parallel groups. Curriculum, internships, general and special education curricula developed in the field of vocational education of educational institutions were analyzed.

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In total, a total of 204 respondents were interviewed using individual and group face-to-face surveys conducted at the study site. Of these, 63 are freshmen, 77 are sophomores and 64 are third-year students.

A multi-stage combined (serial internal) model was used to select respondents. In the first stage, students were classified according to the principle of course and faculty affiliation. In the second stage, groups of students were randomly selected for each course and area.

During our study, we surveyed only senior students (64 students) about the effectiveness of student internships and how it plays a role in improving the skills of future professionals, as a survey conducted among our respondents only identified it during the survey.

Table 1.

Indicators of the level of satisfaction and dissatisfaction of respondents in terms of factor 1 of the survey

Course	The number of respondents	In terms of factor 1		
		Satisfaction level	Dissatisfaction level	Those who find it difficult to answer
Freshmen	63	51	9	3
Sophomores	77	55	17	5
3rd year students	64	49	10	5
Total	204	155	36	13

As a result of the research on "The attitudes of students of Jizzakh Polytechnic Institute to production practice" the following conclusions were presented:

1. Improving the pedagogical capacity of intersectoral integration in ensuring the quality of training in higher education, the issues of cooperation between educational institutions and industry, ministries, innovation and methodological centers, were interpreted on the basis of modern pedagogical principles.

2. The views of students on ensuring integration between industrial enterprises and higher education institutions in ensuring the quality of training, their interests in the field of education, approaches to the choice of internship were analyzed. An integrated approach to the training of bachelors in technical higher education institutions has been used to ensure the integrity of specialty qualifications, methods of action, interests and aspirations.

3. Students' understanding of the place of internship, the relationship between practice and theoretical knowledge and skills was based on the results of social research.

4. The impact of internships at industrial enterprises on the professional future of students and their activities in this field was assessed.

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