IMPROVING THE PROFESSIONAL TRAINING OF FUTURE ARCHITECTS ON THE BASIS OF INTERDISCIPLINARY COMMUNICATION (on the example of english)

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Annotation. The article is devoted to the study of ways to improve architectural education in the context of its modernization. During the formation of the innovative educational paradigm, the competence approach is designated as the leading methodology for the modernization of architectural education. The research substantiates the integrative approach by the methodology of implementing the competence training of future architects in higher education at the present stage.

Keywords: professional training of future architects in higher education, innovative paradigm of education, modernization of higher professional education, modernization of architectural education, competence approach, competence, integration, integrative approach, integrative essence of architectural activity.

СОВЕРШЕНСТВОВАНИЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ АРХИТЕКТОРОВ НА ОСНОВЕ МЕЖДИСЦИПЛИНАРНОЙ КОММУНИКАЦИИ (на примере английского языка)

Аннотация. Статья посвящена изучению путей совершенствования архитектурного образования в контексте его модернизации. В период становления инновационной образовательной парадигмы в качестве ведущей методологии модернизации архитектурного образования в работе обозначен компетентностный подход. Методологией реализации компетентностной подготовки будущих архитекторов в высшей школе на современном этапе в исследовании обоснован интегративный подход.

Ключевые слова: профессиональная подготовка будущих архитекторов в высшей школе, инновационная парадигма образования, модернизация высшего профессионального образования, модернизация архитектурного образования, компетентностный подход, компетенции, интеграция, интегративный подход, интегративная сущность архитектурной деятельности.

FANLARARO ALOQA ASOSIDA KELAJAK ME'MORLARINI KASBIY TAYYORLASHNI TAKOMILLAShTIRISH (ingliz tili misolida)

Annotatsiya. Maqola me’moriy ta’limni modernizatsiya qilish sharoitida takomillashtirish yo‘llarini o‘rganishga bag‘ishlangan. Innovatsion ta’lim paradigmasining shakllanishi davrida kompetentsiya yondashuvi me’moriy ta’limni modernizatsiya qilishning yetakchi metodologiyasi sifatida aniqlandi. Tadqiqotning hozirgi bosqichida bo‘lajak me’morlarni oliy ta’limda malakasini oshirishni amalga oshirish metodologiyasi integral yondashuvni asoslaydi.

Kalit so‘zlar: oliy ta’limda bo‘lajak me’morlarning kasbiy tayyorgarligi, ta’limning innovatsion paradigmasi, oliy kasbiy ta’limni modernizatsiya qilish, arxitektura ta’limini modernizatsiya qilish, kompetentsiya yondashuvi, kompetentsiyalar, integratsiya, integrativ yondashuv, arxitektura faoliyatining integral mohiyati.

Introduction. Modern conditions for the development of architectural and construction organizations in the domestic and foreign markets put forward new higher requirements for the level of professional training of specialists in the architectural field, since the activity of architects is conditioned by the demands of time and scientific and technological progress, as well as aspects of professional activity in a market economy. Today, there is an urgent need for qualified specialists who possess the means of computer technology in architectural design, information technology modeling of building architectural structures, etc.

In modern conditions, there is a need to implement the information and conceptual component of the professional training of architects in the process of their training in higher education.

There is a contradiction between changes in value orientations, life priorities and traditional organizational and pedagogical support for the educational process, between public requirements for the level of preparedness of architects and the lack of appropriate methodological and methodological support requires the definition of priorities, values and vectors of development of modern architectural education.

Taking into account the existing contradictions makes it possible to identify a discrepancy between the incorrectly created model of a modern specialist in the field of architecture and the real requirements of employers for his competence in a market economy. Thus, the traditional model of training future architects no longer meets the requirements of modernity; it no longer provides social the company's order for the training of a professional in connection with the comprehensive informatization of society and education.

The above actualizes the problem of modernization of architectural education and, first of all, correction of the methodological foundations for the implementation of professional training of future architects in modern universities.

In our opinion, the updated methodological model of professional training of future architects should be based on the application and consideration of the provisions of a number of scientific approaches that act as the leading conceptu al foundations for the implementation of vocational education. The implementation of professional training for future architects based on a specific (single) approach is incomplete. Such a model cannot prepare a specialist who meets modern requirements. This requires an integrative approach both in determining the methodology and in

implementing the professional training of future architects in higher education in modern conditions.

Presentation of the main material of the article. As noted above, within the framework of previous approaches to the implementation of professional training of architects, extrapolating traditional solutions limited to local innovations in individual units, it was impossible to create an effective concept for the development of higher architectural education [5. 51-52 p]. In our opinion, in this regard, there is only one possible way to improve the professional education of future urban planners - an innovative one, which has been developed in recent years in the scientific literature, as well as some practical application in many developed countries of the world.

The innovative way of development of higher architectural education means a transition from spontaneous, periodic innovations to innovations as a way of existence of the system, which is produced by the higher school itself. Such a transition is the basis for its purposeful, controlled and controlled development [4. 209 p].

Ensuring architectural activity in modern socio-cultural conditions requires reorientation of professional training of architectural personnel in accordance with an understanding of value orientations, constant changes in the needs of subjects of architectural design, interaction of all participants in the design process [2. 17 p].

The above justifies the need to modernize professional architectural education and, above all, the introduction of new approaches into the methodological system of its provision. The need for new scientific and theoretical developments on the problems of substantiating the essence of targets, conceptual foundations, the introduction of standards of content, methods and forms of organization of professional training for future architects is obvious, since without them it is impossible to introduce constructive ideas and effective technologies of vocational training into modern higher school practice and education of future specialists in the field of architectural activity.

The process of modernization of higher education is based on a certain methodology. The competence approach is recognized as the leading approach to the modernization of domestic higher professional education. The substantiation of the competence-based approach as the leading methodology of the process of modernization of higher professional education is caused by a change in the educational paradigm in the context of the domestic educational space from traditional (knowledge-based) to innovative (competence-based).

The leading concepts, goals and values in the context of the competence approach are competencies and competencies. Thus, according to the provisions of the competence approach and the requirements of current educational standards, the system of professional training of future architects in higher education is aimed at forming a complex of general cultural, general professional and professional competencies.

Competencies, according to the provisions of the competence approach, represent the ability of a person to put his competence into practice [6. 2 p]. In a broad sense,

competencies are generalized methods of action that ensure the productive performance of professional activities [7. 22 p].

The list of competencies, the formation of which is the purpose of implementing higher professional education programs for future architects, is presented in

Table 1.

List of competencies of future architects

General Cultural Competencies (GCC)	General Professional Competencies (GPC)	Professional Competencies (PC)
Having computer skills as a means of managing project information.	The ability to comprehend and form architectural and urban planning solutions by integrating fundamental and applied knowledge in the field of architectural activity.	The ability to generalize, analyze and critically evaluate architectural objects, architectural and urban planning solutions, draw conclusions, reviews and recommendations for their improvement.
The ability to independently acquire new knowledge and skills through information technology and use them in practice, including in new areas of knowledge that are not directly related to the field of activity.		The ability to mutually coordinate various factors, integrates diverse forms of knowledge and skills in the development of design solutions, and coordinate interdisciplinary goals.
The ability to use information and Computer Technologies as a tool in design and scientific research, to work with information in global computer networks.		The ability to use imagination, thinks creatively, initiate innovative solutions and act as a leader in the project process.

If, on the basis of the above, we define the competence approach as the leading methodological basis for the modernization of modern professional architectural education, then the analysis of the competencies presented in the table allows us to substantiate the idea that the integrative approach acts as the leading approach to the implementation of professional training of future architects in higher education.

The integrative approach is a system that "is based on integration as the leading principle of building modern learning technologies, techniques, and is characterized by

complexity, generalization of the content through mutual influence, interpenetration and interrelation of various disciplines" [1. p 97].

Integration, in turn, is both a goal and a means of learning. The integration of the content of academic disciplines allows future specialists to form a holistic view by identifying points of convergence in a particular area [1. p 96-104]. Integration is aimed at the formation of professional and general cultural competencies of future architects, it allows to activate comprehensive knowledge instead of narrow specialization in training.

The expediency of implementing the professional training of future architects on an integrative basis is also justified by the specifics of architectural creative and design activities.

Architectural activity as one of the leading types, signs and results of human existence is unique in its nature. All other types of human activity are inextricably linked in it:

- educational;
- creative;
- value-oriented;
- communicative;
- aesthetic;
- creative, etc. [3. 193 p].

Architectural activity can be considered as the core base of a complex of professional characteristics of social mechanisms, conditions, means of formation and ways of developing professional competence of future architects. Architectural activity as a socio-industrial system consists of interrelated functional subsystems:

- educational;
- design and production;
- socio-cultural [3. 193 p].

As you can see, integration is inherent in the very essence of architectural activity; therefore, the use of an integrative approach as one of the leading methodologies for the implementation of professional training of future architects in higher education is appropriate and logical.

Thus, the integrative approach makes it possible to cover all elements of the professional training process and contributes to the formation of all components of professional competence among future architects, which, in turn, improves the quality of their education in higher education.

Conclusions. Based on the above, we conclude that at the present stage of its development, the system the professional training of future specialists in the field of architectural activity requires updating and modernization. As the leading methodological approach to the modernization of modern architectural education in the context of the formation of an innovative educational paradigm, the competence approach is justified in the study. Analysis of competencies that should to be formed by a future specialist, and the essence of architectural activity itself allowed us to justify an integrative approach as the leading approach to the implementation of professional training of architects.

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