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Organization of Steam Educational System in Higher Education Institutions

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Abstract: In the STEAM learning environment, children acquire knowledge and learn to use it immediately. Therefore, when they grow up and face life's problems, whether it is environmental pollution or global climate change, they understand that such complex issues can only be solved by relying on knowledge from different fields and working together. Here it is not enough to rely on knowledge on only one subject.

Keywords: STEAM, primary education, methodology, pedagogue, modern educational programs.

Since the first days of Uzbekistan's independence, the improvement of the education system, including the education system in general schools, and raising it to a completely new level in terms of form and content have been on the agenda. A number of activities have been carried out in this area. In particular, work has begun to raise literature classes to a new level, both qualitatively and quantitatively, in higher education schools. Textbooks have been rewritten. A number of manuals have been developed. Several changes were made to the programs and adapted to the lesson. At the same time, retraining of teachers teaching literature classes has been started. A group of teachers was formed to teach each branch of literature. In particular, the issues of teaching children's literature in general education schools are among them.

In a STEAM learning environment, children acquire knowledge and learn to use it immediately. Therefore, when they grow up and face life's problems, whether it is environmental pollution or global climate change, they understand that such complex issues can only be solved by relying on knowledge from different fields and working together. Here it is not enough to rely on knowledge on only one subject.

This is the logical result of combining theory and practice. STEAM was developed in America. Some schools took into account the careers of their graduates and decided to combine subjects such as science, technology, engineering and mathematics, and this is how the STEM system was formed. (Science, Technology, Engineering and Mathematics). Later, Art was added here, and now STEAM was finally formed. Teachers believe that knowledge of these subjects, or more precisely, these subjects, will help students become highly qualified specialists in the future. After all, children want to get good knowledge and apply it immediately. The world is changing, even if education does not stand still.

The changes of the last decades are pleasant, but at the same time they make us nervous. With the invention of these new things, there are many new problems that people have not faced before. New types of work and even entire professional fields appear every day, so modern teachers must think about whether the knowledge and skills they teach meet the requirements of the time.

Knowledge helps you find your idea, but real work turns that idea into reality.

If we say that the main goal of traditional education is to teach knowledge and use this knowledge to think and create, the STEAM approach teaches us to combine acquired knowledge with real skills.

This gives schoolchildren the opportunity not only to have some ideas, but also to apply and implement them in practice. That's it. only knowledge that can be used in reality is truly valuable.

The most famous example of the STEAM approach is the Massachusetts Institute of Technology (MIT). The motto of this world university is "Mens et Manus" (Mind and Hand). Massachusetts Institute of Technology has developed STEAM courses to give children an opportunity to learn and be introduced to the concept of STEAM in advance, and even created STEAM Learning Centers in some educational institutions.

According to statistics, since 2011, the level of demand for STEAM professions has increased by 17%, while the demand for regular professions has increased by only 9.8%, which means that there is a great demand for this education system worldwide. shows.

In a STEAM learning environment, children acquire knowledge and learn to use it immediately. Therefore, when they grow up and face life's problems, whether it is environmental pollution or global climate change, they understand that such complex issues can only be solved by relying on knowledge from different fields and working together. Here, it is not enough to rely on knowledge on only one subject. By focusing on practical skills, students develop their will, creativity, flexibility and learn to cooperate with others. These skills and knowledge constitute the main task of education, that is, what this entire educational system strives for. This new approach to education is the logical result of combining theory and practice.

In particular, within the framework of the project of the national curriculum of general secondary education, in the preparation of the programs of physics, chemistry, biology, technology, visual arts, mathematics, covering topics that form practical skills in the student, connecting the subjects to their content and essence. It is taken into account to fill and complete, clearly define the level of knowledge and skills that students need to develop. In the section of general education sciences, a schedule for the analysis of science programs has been developed and work is being carried out based on this schedule.

In conclusion, we would like to emphasize that, compared to traditional teaching methods, the STEAM approach in high school allows children to conduct experiments, build models, independently create music and films, and turn their ideas into reality. and drives the creation of the final product. This educational approach allows children to effectively combine theory and practical skills and facilitates university entrance and further studies.

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