

ANALYSIS OF THE SCIENTIFIC-METHODICAL SUPPORT OF THE INTEGRATIVE APPROACH AND WAYS OF ITS IMPROVEMENT

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Abstract: In this article, there are opinions about the scientific-methodological support of the implementation of the integrative approach in the educational process and the methods of its improvement.

Key words: Integrative education, differential process, methodology, scientific analysis, technology.

Introduction.

Integration is the convergence and connection of disciplines during the differential process. The process of integration is the stage of connecting the communication between disciplines in a new, high quality, and manifests itself in a high way. It should be noted that the foundations of the integration process are based on long-ago folk pedagogy and scientific pedagogy. Integration is interdisciplinary. The foundations of interdisciplinarity emerged from the need to show and explain nature in its entirety in textbooks.

Thoughts of great pedagogues in studying the process of integration. The great didactic Jan Amos Comenius said: "Everything related to each other should be studied just like that." Many pedagogues later approached the idea of interdisciplinarity and contributed to its development and generalization. According to the idea of D. Locke: "In determining the content of education, one subject should be supplemented with elements and facts of other subjects."

About the spiritual-pedagogical nature of the didactic influence in the past pedagogy and the psychological-pedagogical connection, K. D. Ushenisky says: "Knowledge and ideas informed by any science are a broad and enlightening view of the world and life. should be given". K. D. Ushensky had a great influence on the

development of the theory of interdisciplinarity. Many pedagogues have done effective work in the development of this methodology. The importance of interdisciplinary communication and integration in teaching and education in schools has been considered by many pedagogic scientists.

A number of scientific works are devoted to the problem of inter-subject and intra-subject connections in primary schools, and are focused on the issues of gradually creating and implementing the integration of teaching manuals. I. Boguslovsky's article "From the baby to the world, from the world to the baby" is of great importance in studying the integration process.

It says: The artificial division of this environment into different subjects in school education causes various divisions. Such views were recognized by our scientists already in the middle of the 19th century. In a number of countries of Western Europe (especially in Germany), generalized programs have begun to be created. The authors of this program try to compact the studied phenomena around a certain core. Most of the time, this core consisted of studying the environment, and it also included the labor process and culture. In the 19th and early 20th centuries, the idea of integration was valued as a progressive idea. The famous educational reformer Dj. Dun put forward the new principles of improving the educational programs, placing the child as the center of the pedagogy.

Later, focused subjects appeared, expanding the mind of the child. As a child grows up, his worldview expands, concepts such as family, school, district, city, country, humanity, universe begin to appear in his mind, and the level of knowledge also increases. For example: "Moscow City Teachers' Circle" (1910-1915) opened under the leadership of pedagogue-novator N.I.Papov carried out effective work. These teachers have developed their own work programs. In it, the idea of expanding the possibilities of integration by combining as many disciplines as possible was put forward. In this case, it is possible to see the harmony of basic subjects and subjects in primary schools.

Humanities and natural sciences, such as history, geography, natural science, are deeply and widely connected. Grammatical and arithmetical subjects were planned to be combined through other subject materials. With this, the idea of teaching a single subject - cosmology (world studies) that incorporates many subjects in primary education schools was thrown into the middle.

This science is the main science that takes the path of integration in the direction of education. In the years (1915-1916), effective work was carried out in the field of public education in terms of integration of educational materials, strengthening of interdisciplinary cohesion and school reform. During this period, it is envisaged to use the "Patriotic Studies" course, which is intended for students to master and observe the materials of environmental life. A wide program is planned, which includes concepts such as nature, the animal world, and people. Schools, villages, cities and regions were taken as a unifying core. But the problem of integration reached its high pedagogical level by the 1920s[

Scientists have divided the sciences into three blocks. These blocks were of great importance in directing the content of knowledge. In an integrative source, all subjects are solved as a product of advanced creativity, technological integration is the basis of the transition to the direction of computerization of the general education process, teaching methods that are active for all teachers in the course of the lesson and synthetic character (world artistic culture) It should be assumed that there are classes and artificially constructed meta-subjects (sign, number, symbol).

Thus, the desire to integrate educational materials is one of the main problems in the world and in our educational system. Currently, special attention is being paid to the problem of integration. Today, by integration in education, we understand the creative growth of a new active pedagogical team, the ability to use methods that are useful for students and easy to inculcate in their minds. Naturally, each learner differs from each other in terms of memory, perception, attention and consciousness. Some of them are satisfied with the speed of the lesson conducted by the teacher, for some it is fast. For some, the table used in the lesson is understandable, while others understand after

repeated explanations.

Independent organizational work somewhat equalizes the opportunities of students, because each of them is looking for a way to choose their own decision, but of course one problem remains - what method and tools should be armed to find the goal set for the student. Neither the limited time of the lesson nor the time for each student to complete the task is suitable, but the only person who ensures their activity is the teacher. In conclusion, it can be noted that the training of future teachers on the basis of intellectualized teaching tools and systems and the acquisition of effective innovative methods and technologies on this basis, as well as their implementation in practice, are strong in increasing the effectiveness of education. will be a didactic basis.

The purpose of pedagogy is to help teachers in the implementation of integration aimed at combining elements and parts of different subjects with the same goals and tasks into a single whole. During the research, we were convinced that future elementary school teachers, and later graduates, have difficulty applying these knowledge and skills in learning other subjects after learning one or another subject, they need independent thinking, knowledge gained. skills to adapt to similar or new situations are lacking. All this is happening due to the discrepancy between training in different subjects in primary grades. In this case, integration is not the transfer of knowledge from one subject to another and the exchange of activities, but the process of creating new deductive equivalents (something that is suitable, similar, equivalent) that reflects the directions of integration of modern sciences.

However, it is true that the era of globalization poses serious threats to the future of all mankind, in everyday life, in addition, in the flow of information of the young generation, in the whirlpool of ideologies that are watered with ideas of a different nature and not sufficiently understood from the outside. Obstacles arising in the choice of I are proving.

Among the philosophical issues of the sciences that deal with problems related to the development and prospects of society, the philosophy of education is also related to the study of the intellectual level of a person in the process of education, with the issues

of social-humanitarian, natural-scientific development of a person. is engaged in. Thus, the effectiveness of integrated education is strongly related to the correct, pedagogically based choice of the form of education, which requires a deep analysis of all three types: educational, educational, developmental goals.

Even when considered logically, the word "education" means giving knowledge to a person based on teaching and explanation; it is to teach him the theoretical features of education, the norms of behavior and practical skills necessary for mastering a certain profession. Therefore, the organization of lessons in an integrated form guarantees not only an interesting and meaningful lesson, but also the comprehensive development of the worldview of students.

CONCLUSION

Talented young people are the foundation of the future. Their selection, purposeful orientation of their activity and thinking power is one of the main directions of the education policy of our country. Coordinating the activities of talented young people with promising scientific and practical plans requires great responsibility and research from the teacher.

It is determined that the teacher and the learner will have an integrative character and a humanitarian component on the one hand, and a technocratic component on the other. In this case, each of these components affects the other and changes the process of comprehensive formation of learners.

Carrying out an integrative approach on the basis of intellectualized teaching tools and systems will be a solid didactic basis for training future teachers and mastering effective innovative methods and technologies, as well as their implementation in practice. The studied scientific, pedagogical and methodical sources indicate that the problem of an integrative approach to the teaching of pedagogical sciences is a very urgent problem, and a number of works are being carried out in this regard.

One of the important pedagogical problems of today is the development of appropriate methodological recommendations for the implementation of integration in education and its implementation. Talented young people are the foundation of the future.

Their selection, purposeful orientation of their activity and thinking power is one of the main directions of the education policy of our country. Coordinating the activities of talented young people with promising scientific and practical plans requires great responsibility and research from the teacher. Whereas the term "talented" refers to the intellectual ability of a person. An intellectual is the mental potential of a person, which includes the features of reflecting existence in the mind, expressing a personal reaction to it, and understanding social experiences. For example, a person's ability to perceive issues in a field, make a personal decision within the framework of its causes and solutions, and the ability to hypothesize happenings shows the level of talent.

In order to organize integrated classes, the teacher determines the ways to increase the activity of students, the models of passing the topic, the tools and methods that should be used during the training process. In the implementation of these works, it is necessary to set consistent requirements related to the subject. For this purpose, the teacher prepares an expanded plan of the lesson and works on the basis of this plan. Students are challenged individually through independent thinking, resulting in the development of critical thinking skills.

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