



Integration as an important principle of education.

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ABSTRACT

This article describes the content and essence of planning and organizing integrated lessons in primary education, the problems that pedagogues may face in the process of integrated education and the ways to overcome them. The pedagogical-psychological aspect of the organization of integrated education in the development of students' mental processes and its importance at the age stages, as well as the organization of the use of game technologies, are discussed.

Keywords:

educational system, primary education, student, interdisciplinarity, cognitive processes, knowledge, skill, ability, didactic tools, systematic communication

In fact, there has been a discontinuity in the public education system in our country. It is being improved on the basis of modern innovative and integrated technologies. It is especially important to raise preschool and primary education to a higher level. Today's demand is to strive to raise school-age students to the level of a perfect human being, to educate them faithfully to our national and universal values. For this, the teacher must have pedagogical skills and embody high human qualities.

Today, that is, in the current modern stage of education, the teacher's work system is fundamentally changing, and pedagogical technologies, integrations, and innovations are widely used in practice.

In the educational process, the teacher and the students express their knowledge, abilities and skills through various logical systems in the form of deduction, induction, synthesis, generalization, concretization, comparison.

All logical processes form the internal aspect of style, which is inextricably linked with content. In the conditions of provided inter-discipline communication, along with the effective development of students' acquired knowledge, their cognitive processes, perceptive abilities, activities, interests, and mental intellectual capabilities are being increased. It is necessary to understand interdisciplinary educational connection, that is, integration, as a didactic opportunity that ensures the proportionality of educational programs and textbooks on various educational subjects. In the period of transition to new educational plans and programs implemented in our country, issues of harmonizing relations between society and the environment, establishing and forming a serious attitude to the environment become important.

In the 19th and 20th centuries, in pedagogy, the idea of creating an integrated course of familiarization with the natural environment of elementary school students

appeared. This idea is associated with the names of A. Ya. Gerd, D. N. Kaygorodov, and A. P. Pavlov, who insisted on introducing an undivided course about the surrounding animate and inanimate world into elementary school.

The integration and interaction of primary school subjects is poorly developed, contradictions in the educational process, and misunderstandings in the programs are poorly expressed. There are many disagreements among scientists about the nature of these connections.

Some aspects of integrated education and interdisciplinary relations are discussed by famous pedagogues (Ya. Comensky, D. Locke, I. Herbert, M. Pestalotzi, K. Ushinsky, etc.), didactic aspects (I. D. Zverev, M. A. Danilov, V. N. Maksimova, S. P. Baranova, N.M. Katkina and others) from the psychological point of view were considered in the research works of psychologists (E.N. Kabanova, Meller, N.F. Talizina, Yu.A. Samarina, G.I. Vergeles).

It is important to consider what integration is as a phenomenon from a term and methodological point of view.

Integrating - Latin "integer" - totality, "integra" means filling, creating, restoring the totality. The problems of ensuring harmonies in the content of education are also a field of integration. It is to teach generalization of concepts. In education and training, it summarizes the formation of knowledge, concepts, skills and qualifications and makes them look like laws or rules.

We have two concepts about the word "integration":

1. System, a concept that indicates the state of dependence of separately differentiated parts and tasks of the organism and the process leading to this state.

2. The process of rapprochement of sciences, which is carried out together with the processes of differentiation (differentiation).

Differentiation - French (differentio from Latin differentia - difference is diversity, that is, to divide the whole into parts, to separate. Integrating educational content - world tendency (idea, thought, aspiration), Integrative approach is systematic at different levels It

reflects the objective integrity of relations (nature-society-man).

During integration, the degree of interdependence increases and decreases in order, the operation of the parts of this system and the integrity of the object of study are regulated.

How can these general rules be applied in school education? According to modern didactics and methods, the success of education, development and upbringing of students is the formation of an understanding of the unity of their world, their understanding of the need to conduct their activities based on the general laws of nature. It is related to their ability to solve inter-subject and intra-subject connections in the science course. Integration in education is considered through a systematic approach to the construction of the content of educational subjects.

Psychologist Yu.A. Samarin's thoughts on associative thinking) can be taken as the psychological basis of the process of integration of school education.

The content of these thoughts is that any knowledge is an analogy, and the system of knowledge is a system of analogies. Yu.A. Samarin distinguishes the following types of analogies: local (local, limited to a certain place, thing), corresponding to a system, intra-system, between systems and combining levels of mental activity into the corresponding level of analogies classified according to the characteristics.

The simplest of connections that form the simplest knowledge about nature or an object is a local imagination limited to a certain place or concept. This connection is relatively isolated from other knowledge, so it provides the simplest mental activity, which is characteristic of students of junior school age. Concepts belonging to a system are the simplest systematic concepts. These simple concepts are formed on the basis of studying a topic, subject or event. Knowledge of a subject in elementary school students is carried out by comparing new facts and concepts with existing knowledge. The simplest generalization of knowledge takes place, but it is desirable if the acquired new

knowledge is connected with the knowledge close to it.

In this, students' analysis and generalization activities are created. Visualizations within the system ensure that students know a whole range of subjects. (physical, chemical, biological, system of knowledge) wide use of knowledge is observed within the studied science. It reflects perceptions, time, environment, and number connections within the system. Intersubjective imagination is the highest level of mental activity. They combine different systems of knowledge, provide an opportunity to know the diversity of the phenomenon or process. Based on this knowledge, general concepts arise. The formation of inter-system imaginations allows them to use knowledge, to subordinate them to each other, to identify gaps in the boundaries of knowledge.

In short, the goal of today's pedagogy is to closely support teachers in the implementation of integration aimed at combining elements and parts of different subjects with the same goals into a single whole.

Integration is a source of new evidence, developing their cognitive processes, confirming or deepening the observations and conclusions of teachers in various subjects.

Elementary school students prevent fatigue and excessive nervousness of primary school students by alternating different forms of activity and using game technologies during integrated classes.

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