

TYPES OF INTEGRATION IN THE EDUCATIONAL PROCESS

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Abstract

The integration course is one of the educational subjects, which is studied to deepen and increase interdisciplinary knowledge (integrative knowledge), and to form it. It is created on the basis of various types, methods, styles, objects of interdisciplinary integration.

Keywords: Integration, interactive, skills, knowledge, modern, evolution.

Integration courses can be divided into classes on different bases: on the basis of goals and problems; based on the school's tasks in the natural-scientific system; on the basis of related fields of science; based on integration methods and ways; based on its place in the curriculum; based on the time spent studying the course; based on the level of difficulty for students, etc. We note that the authors of these courses usually have several goals and problems to solve, so the courses are multi-purpose and multi-task.

Considering a large number of programs and attempts to implement them, we can distinguish the main directions of the construction of these courses and divide them into classes based on their essence.

The interactive course of education is a visual educational system that explores the secrets of visualization based on the deepening and expansion of integrative knowledge. The visual education system is built on the basis of objects of various types, forms, and methods.

and tasks of the integration course are described in the school natural-scientific education system. The method and means of integration in the integrated (demonstration) network of knowledge: depending on the amount of time at the place of teaching in the educational plan, the time of full mastery of this course is characterized by the level of mastery of students - multi-purpose and diverse and multi-functional.

Integrated lessons are organized in the following directions:

multi -subjectivity - in which (two or more) fundamental sciences to compare

frontier sciences - creation of new sciences, on the basis of which new natural and scientific sciences are created;

basic (core) sciences are the sciences and general scientific concepts, rules and theories that permeate all branches of modern knowledge;

complex objects, that is, combining the concepts of "universe", "person", "environment";
local (natural - scientific knowledge) and global (important) problems - scientific, ecological, polyethnic, industrial and cultural development of the country is closely related to the role of the nation today;

activity - various forms of educational activity, i.e. books, observations, experiences, knowledge, skills and abilities;

of nature and society: integration based on exhibitions, in the didactic system (activities of the teacher and the student);

methods and techniques that lead to a visual approach - heuristic conversations (question-and-answer style), planned enriching conversations, excursions, creative works, independent works, antomimics, stage performances, reading with model recitation, essay writing, dictation, narrative writing, solving mathematical problems ;

nature and man are a single system and interaction, and the need to organize science-based use for human survival on the earth;

scientific study was expressed in the fields of social humanitarian, interaction of methods of natural - practical and technical sciences, humanitarian - personal methods of scientific activity;

the most effective general way to develop education is to master various methodological approaches of modern science;

humanization as the integration of natural-scientific and humanitarian sciences in the " nature -man" system;

forming the personality of students by mastering the objective relationships existing in nature ; formation of integrated knowledge skills and skills in primary grades;

creating the appropriate mental excitement for students while studying each educational subject, which greatly helps in mastering the material, leads to quick memorization, emotional awareness, growth of thinking ability, development of speech and imagination . On the basis of integration, the formation of various types of thinking ability in students, which is closely related to the process of knowledge (understanding):

forming the personality of students through objects found in nature ;

formation of thinking skills in order to have accurate knowledge in the system " in nature - man";

use of the modern scientific context of the world to obtain learning material from various branches of knowledge to understand materials and form didactic adaptation ;

of nature , processes, laws, economy, humanitarian and democratic knowledge;

development of the system of knowledge , skills, qualifications;

school education courses, a wide range of ideas

and evidence complex, br - a combination of sciences close to one;

formation of different types of thinking skills in schoolchildren ,

this will help to quickly learn the subject, form the ability to remember it and emotional awareness.

Multidisciplinary integration

them more universal or replacing several basic system courses can also be called general. For example, combining reading, nature, drawing lessons into one common lesson.

Usually, the authors of such courses combine the materials of natural sciences and bring them into a certain system and call their courses integrative or complex (general). It can be seen that the correct sequence in the teaching of natural science materials in the primary education system can be achieved only by maintaining the structure of the lessons. Some prominent scientists claim that this is being solved by continuous learning of natural sciences in traditional schools. A number of scientists believe that the tradition of dividing teaching into classes has spread to primary education.

and simplify the continuation of natural science education, many authors propose generalized courses (lessons) for humanities classes. These include elementary science courses that provide general concepts, stimulate children's interest in science, and tell about nature in an interesting way (for example, "Natural Science" in elementary grades).

Courses based on cross-disciplinary subjects.

The broad integration process is a new one that connects previous scientific directions led to the formation of natural sciences and scientific directions.

Monitoring environmental education in primary grades, reading, natural science, of labor (working with natural materials), painting. Molecular biology, biophysics, geophysics, biochemistry, astrophysics, astrochemistry are closely related sciences. On the basis of these subjects, integrative natural sciences of the school will be created.

Courses based on major subjects.

Basic subjects covering every branch of modern knowledge

based on Among them are pedagogy, pedagogical technology, pedagogical psychology, psychology of human age, pedagogic-psychology studying the process of science development, studying the dependence of science on other human life processes: cybernetics-management, communication and information processing: studying the structure and properties of information, its place in the formation of personality. informatics. The application of synergetics, which is a scientific field that studies the connections of systems in various processes of human life. The content of integrative courses in this class is based on the meaning and structure of these subjects.

Courses based on general scientific concepts, laws, theories. The idea of creating integrative courses on this basis has given good results.

Among the authors, concepts representing a high level of generality: "matter", "movement", "substance", "field", "energy" and others were used a lot. Among the laws were the law of preservation of fertile nature, the development of people due to their work activities, and a sensitive look at nature.

Among the theories, the main natural and scientific theories serve as the basis for creating an integrative course. It is worth noting that even though there have been many attempts to create

integrative courses on this basis, they are distinguished by the fact that they are not unified and do not have a certain sequence or didactic purpose.

Courses based on the study of problems related to the evolution of science, methods of studying nature from a scientific point of view, and the scientific view of the universe.

All of the above topics have an integrative content and have great potential for implementation, unfortunately, such courses are not yet widespread due to the complexity of the material used in school work and the teaching method.

Integrative courses based on complex objects.

Earth, biosphere,

man and his environment. In the same subjects of these courses, the same object is viewed from different scientific perspectives.

This type of integration was used in the educational system in the twenties of the last century. Later it was abolished, but in our time, so to speak, it was reborn. In our view, to a certain extent, it has a positive effect on science education.

Integrative courses based on various problems.

Integrative courses in various local (local) and global (universal)

there are many attempts to implement on the basis of problems . It uses problem-based integration of natural scientific knowledge. Integrative courses in this class (mainly courses related to ecology) are common in the work of schools. The development of problem-based integrative courses has also been driven by the development of global education.

Proponents of this direction have taken as a basis the assertion that the development of a modern person is strongly influenced by the factor of globalization, which comes from the interdependence of the economy, science, politics, and spirituality of countries and nations.

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