Theoretical fundamentals of educational process integration

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Abstract
This article provides pedagogical and psychological recommendations and suggestions for the integration development of disciplines in the classroom. The word "integration" comes from the Latin word integratio—restoration, addition, "integer". We have two concepts: a system is a concept that expresses the interdependence state of individual stratified parts and the organism functions and the process that leads to that state.

Keywords: integration, method, method, differentiation, deductive, communication, didactics, educational content

Research by didactic scholars has highlighted the genetic nature of the method in relation to practical activities. N.N. Skatkin, I.Ya. Lerner, Aleksyuk Yu., K. Babansky's researches give the secondary type definition of signs concerning teaching methods. They have proven to be style, expression, and teaching method. Gegel describes the philosophy style as a content movement form. In the learning process, through various logical systems, the teacher and the students express their knowledge, abilities and skills in the deduction, induction, synthesis, generalization, concretization, comparison form. All logical processes form the inner side of the style, which is inextricably linked with the content.

The learning process in the primary grades is characterized by a variety of methods, techniques and forms used. In the transition period to the new curricula and programs implemented in our country, the harmonization issues of relations between society and the environment, the establishment and formation of a serious attitude to the environment are of great importance. The serious relationship foundations with the environment are taught in the primary grades. Therefore, the economic education outcome depends on the first stage of school education. New psychological and pedagogical research allows us to review previous perceptions about the limited learning activities of young schoolchildren. It provides a framework for changing and updating all components of primary economic education. Defining a goal that meets the age characteristics of primary school students and meets the requirements of the course is a key issue in such an update.

Some aspects of integrated education, interdisciplinary relations are considered in the works of famous pedagogues(Y.A. Comenius, D. Locke, I. Gerbart, M. Pestalozzi, K. Ushinsky and others), didactics (I.D.Zverev, M.A.Danilov, V.N.Maksimova, S.P.Baranova, N.M.Katkina and others) psychologists (E.N.Kabanova, Meller, N.F.Talizina, Yu.A.Samarina, G.I.Vergeles), methodologists (M.R.Lvov, V.G.Goretsky, N.N.Svetlovskaya, Yu.M.Kolyagin, G.N.Pristupova). A number of works are devoted to interdisciplinary and interdisciplinary relations in primary education. These problems are the immediate development zone of the transition to the integration of disciplines. (T.G.Raizayeva, G.N.Akvileva, D.I.Troytap, G.V.Baltyukova, N.Ya.Velenkin, N.M.Drujinina, T.S.Nazarova, I.K.Blinova, R.G.Matyushova). The integration of primary school subjects is poorly developed and contradictory. There is a lot of controversy among scientists about the nature of these relationships. Let’s look at what integration is as an event in terms of terminology and methodology.
The word "integration" comes from the Latin word integration-restore, addition, "integer". We have two concepts: A system is a concept that expresses the state of interdependence of individual stratified parts and functions of the organism and the process that leads to that state. The process of convergence of disciplines carried out in conjunction with stratification processes. Differentiation - French (differentiation Latin differentia - difference, diversity, that is, the division of the whole into parts.

Integration of educational content is a world trend (idea, thought, aspiration). The integrative approach reflects the objective integrity of systemic relationships at different levels. (nature - society - man). Integration involves merging previously divided parts into one whole. It leads to an increase in the level of integrity and coherence of the system elements. During integration, the interdependence increases and is regulated, which regulates the operation of the parts and the integrity of the object of study. How can these general rules be applied in school education? Modern didactic and methodological methods emphasize that the success of teaching, development and upbringing of students is the formation of their understanding of the unity of the world, the need to conduct their activities on the basis of common laws of nature, to solve interdisciplinary and intra-subject relations related to. Integration into education is considered through a systematic approach to the design of the content of subjects. There are different levels of integration: elementary, elements of nature that combine knowledge; midterm - the integration of the division of subject sections; final are the integration of the final stage of education related to the study of natural sciences. At the same time, the possibility of a more complete and comprehensive integration of science education is not ruled out. Psychologist Yu.A. Samarin's views on associative thinking can be taken as a psychological basis for the process of integration of school education. The idea is that any knowledge is an analogy, and a system of knowledge is analogies system. Yu.A. Samarin distinguishes the following types of analogies: - local (local, limited to a certain place, something), classifies according to the ability to combine the levels of mental activity belonging to a system, within the system, between systems, and to the corresponding level of analogy. The simplest of the connections that make up the simplest knowledge of nature or an object is a local imagination bounded by a particular place or concept. This connection is relatively separate from other knowledge and therefore provides the simplest mental activity. This is typical of a small school age. The simplest systematic notions are those of a system. They are based on the study of a topic, object, or event. Knowledge of an object is achieved through the selection of new facts and concepts, comparing them with one knowledge. The simplest generalization of knowledge occurs, but only if the knowledge gained is related to the knowledge that is closest to it. This creates an analysis and generalization activity for students.

Introspection provides students with an understanding of an entire system of disciplines. (Physical, chemical, biological, knowledge system) There is a wide use of knowledge in the field of science. Represents the intra-system, time, environment, and numerical relationships. Interdisciplinary perceptions are the highest level of mental activity. They combine different systems of knowledge, allowing them to know the diversity of an event or process. On the basis of this knowledge, general concepts emerge. The formation of intersystem concepts allows them to use knowledge, to subordinate them to each other, to identify gaps in the boundaries of knowledge. The stated psychological evidence allows us to identify the main features of the integration of primary, lower secondary and high school education. The book "Pedagogy" by S.P. Baranov, L.R. Bolotin, V.A. Slastenin shows the interdisciplinary links used in the lessons, however, the problems of integrated education were not reflected. The issue of integration of school education is of great
importance in the journals "Primary education". In her article "Integration of primary school education on the basis of local lore" L.N. Bakhareva said that integration is the process of completing and linking the disciplines that take place together with the processes of differentiation, which helps to create new, whole, integrated departments is a high profile that makes interdisciplinary connections. Integration between subjects does not negate the system of subjects, integration is a way to improve the system, to overcome shortcomings, and such an approach, aimed at deepening the connections and connections between subjects, is based on understanding the relationship between differentiation and integration. The purpose of pedagogy is to help teachers implement integration aimed at integrating elements and parts of different disciplines with the same goals and objectives.

Many years of observation show that primary school teachers, and later graduates, find it difficult to apply this knowledge and skills in the study of one subject or another, they lack the skills to think independently, to replicate knowledge, or to transfer it to new situations. All of this is due to disagreements between different subjects in the 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 fits, that is similar, that comes broadly) that reflect the direction of integration of modern sciences. Psychologist E.N. Kabanova, according to Miller's "independent transfer of knowledge, skills and abilities on the basis of a task that the teacher has not yet encountered is an important indicator of mental development." L.P. Elinko, in his “Experience of Integrating Education in Primary Schools”, emphasizes the importance of integrating school education and sees integration as a means to make lessons more effective, as a form of taking subject relationships to new levels. Integration is a source of new evidence that confirms or deepens teachers' observations and conclusions in a variety of subjects. They prevent students from getting tired and nervous by alternating different activities.

Contemporary problems of integration. The problem of integrating primary school education is important and relevant for both theory and practice. Today, the problem of creating an integrated education based on knowledge of natural sciences is urgent.

There are several integration methods available today.

The first is to combine several disciplines into one discipline. The results of an international study of pedagogical experience published in 1988 on this subject are very extensive. Many foreign primary schools are exploring integration issues. The purpose of integrative education is to engage the child in conversation with the world, human nature, society, science, art, not only the language spoken by people, but also the language of animals and plants, the language used by artists, musicians and scientists. To help a small school student acquire a basic understanding of the art of communication. This literacy includes everything from interacting with people (peers, adults, minors) to interacting with oneself to environmental events. Another goal of integrative education is to broaden the connection between things and events in the world in which one lives, mutual aid, material and cultural diversity, and most importantly, the inner (spiritual) and (social) world of man, to give an idea of the laws that govern the universe (natural, scientific, historical, moral). The emphasis is not only on acquiring certain knowledge, but also on the development of figurative thinking. The general view of the world is presented through sounds, images, and colors, and the child puts both the world and the self in the place of the explorer. Integration is included in the themes of human interactions with the universe: with the distant universe (space, stars, the planet Earth, large spaces, and the depths of time), which is abstract in the child's perception. Near world (microcosm, domestic animals and plants, native nature and other countries). With the world of
people (different countries and cultures, centers of civilization, man's relationship with man and society, man's inner world); with the cultural world (folk art, the work of artists and scientists, the work of people who preserve spiritual values). The main logic of integrative education is to discover the laws of existence of travel in these worlds, the peculiarities of their languages. Integrative education offers a movement from simple to complex, from knowledge to science, from disorder to harmony, from thirst to skill and creativity. The child is known for the "bricks" of the creation of the world, for the beginning of the universe, for the appearance of man on earth. To the secrets of words, the mystery of numbers, the green leaf, the mysteries of ancient myths. The child travels through space and time. In this way, the child feels the beauty and diversity of the world that he has to discover every day.

Integration is a means of accepting new ideas within the boundaries of subject knowledge. First of all, it is necessary to fill in the gaps between the differentiated knowledge, to establish connections between them. It is aimed at increasing the knowledge of students, updating the narrow specialization in education. At the same time, integration should not replace the classical subjects of education; it should only integrate the acquired knowledge into a single system. The difficult side of the problem is the dynamic development of integration from the beginning to the end of education. If in the beginning it was necessary to "know a little about everything", then it is necessary to combine scattered knowledge and skills and finally, you have to "know everything about a little bit," which is a new level of integration specialization.

REFERENCES