



Principles and Conditions of An Integrative Approach to Pedagogical Education

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Abstract: The integration of the didactic process ensures not only the implementation of the theoretical and methodological educational process as a whole, but also the effective conduct of the process. Especially taking into account the lush and uniqueness of the primary education process, the integration of methodological disciplines in the training of future primary teachers ensures an effective course of the theoretical-methodological preparation process.

Keywords: Principles, conditions, integrative approach, pedagogical education.

Introduction: Courses that combine the elements of different disciplines in a holistic way and connect disciplines according to their characteristics, including a specific subject of study, represent the content of integrated courses.

In pedagogy, the classification of integrated courses can be carried out according to its various characteristics: according to the goals and problems of the course; according to the general tasks of the subjects in the natural-scientific system; according to the interconnection of the branches of science; according to the methods and ways of integration of subjects; according to the place of k.

When classifying and using subjects of study, it should be taken into account that the organizers of these courses usually set a number of goals and objectives.

Therefore, the courses are described according to the assimilation of natural-scientific knowledge of the goals and objectives of the Integrative course. It is characterized by the role of knowledge in the curriculum, the size of the Allotted Hours, the time of full mastery of this course, the level of student mastery – multipurpose and diverse, multi-sectoral, as well as multifunctionality.

In a didactic system, integrative classes are expressed in several directions:

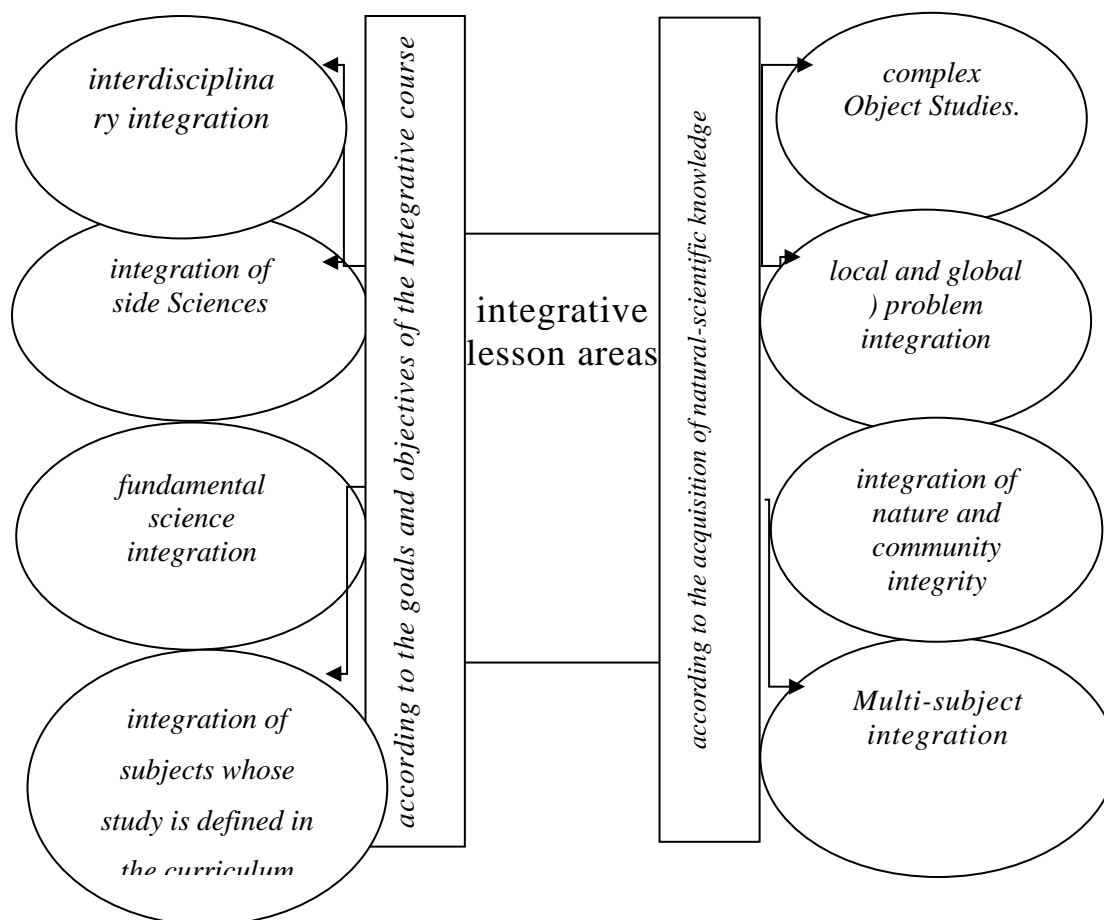


Figure 1. Integrative lesson areas

• interdisciplinary integration – in which the ideas, theory and concepts of two or more basic disciplines are combined, carried out through integrated planning;

the integration of related disciplines is the emergence of new disciplines based on the integration of closely related disciplines. On the basis of this, new natural and scientific disciplines are formed;

fundamental science integration is the integration of Sciences and general scientific concepts, rules and theories that apply to this science, which are fundamental for all branches of modern knowledge;

the study of complex objects, which is a holistic whole system. In this case, knowledge related to the universe, "society", "man", "Environment", "Nature "is studied by integrating;

with the cultural development of local (natural – scientific knowledge) and global (important) problems – scientific, environmental, polyethnic, industrial and country, views on the role of the nation today are integrated and studied;

integration organized to understand integrity in the

laws of nature and society and to form a holistic personal attitude;

methods and methods that lead to a visual approach-heuristic conversations(question-and-answer style), planned enriching conversations, excursions, creative works, independent works, antomimics, performances, reading with an exemplary recitation, essay writing, dictation, statement writing, solving mathematical problems solving tasks in harmony;

teaching to understand the interaction between nature and Man and the need to organize activities on a holistic integrative basis;

integration of the social humanities, natural-practical and technical sciences, the study of which is prescribed in the curriculum, taking into account the interaction of content;

the most optimal way to effectively develop the learning process is to be able to qualitatively apply innovative approaches to presenting the problem (subject to study) ;

humanization of educational activities in the interconnection of Natural-Scientific and humanitarian

Sciences in the educational process;

Organization of integrative training, which implies the formation of the personality of those who receive knowledge, the acquisition of objective interaction of the Nature-Society system;

generation of integrative knowledge, skills, competencies, imaginations in learners;

the formation of motivation in students in the assimilation of each educational material greatly contributes to the assimilation of this material, a holistic understanding of the educational material is formed and is firmly preserved in memory, leads to emotional awareness, an increase in the ability to think, the development of speech and imagination.

The organization of integrative courses helps to structure the following forms of thinking and theoretical-methodological qualifications during the theoretical-methodological training of students:

Formation of the personality of students by providing information about natural objects;

formation of interdisciplinary interaction in the pedagogical - psychological system;

the search for sources from the context of different disciplines in explaining the new material in the formation of the skills of comprehension of Educational Materials, adaptation to the process;

systematic establishment of integrative courses in the teaching of specialist subjects;

to ensure that the formation of comprehensive knowledge of students in the teaching of specialty subjects is carried out through integrative skills and tools. This is a solid mastery of integrative knowledge and the formation of emotional awareness.[4; 60-66 P..]

Multi-subject integration. The process of integrating the methodologies of elementary education disciplines can also be called a universal or a general course combining several basic methodological courses. For example, combining the courses "native language teaching methodology", "mathematics teaching methodology", "Natural Science Teaching Methodology" and "Technology and its teaching methodology" into one common course.

It can be seen that the correct sequence in the integration of materials of integrative methodological courses in the system of methods of primary education can be achieved only by maintaining the content of educational materials. Methodist scholars point out that this is also being addressed in traditional pedagogical education by sequential study of methodological disciplines. A number of scholars

believe that it is worthwhile to teach the methodology of primary education only by combining the foundations of a common methodology.

The problem of integrating and teaching methodological subjects in order to cancel and simplify the continuation of teaching on a system basis, as well as the organization of generalized courses, is one of the pressing issues today. Such courses include interactive lecture-practical classes that give students motivation to learn professional knowledge.

Courses compiled on the basis of integration of related disciplines.

Integrated education is the reason for the formation of new integrative-practical courses that connect ideas, concepts in the content of the subjects studied by students [4; 60 p..].

During the observation of the methodology of elementary education disciplines, it appears that each methodology includes interrelated topics, general concepts. Related related related disciplines include the general topics in the curriculum "native language teaching methodology", "mathematics teaching methodology", "Natural Science Teaching Methodology" and "Technology and its teaching methodology". On the basis of these disciplines, integrative methodological courses are drawn up.

Courses compiled on the basis of Fundamental Sciences. It is compiled on the basis of basic fundamental sciences, covering each section of modern knowledge. Fundamental sciences include interdependent pedagogy, psychology, physiology, among others. [4; 60 p..].

Application of synergetics, which studies the connections of systems with a scientific orientation in various processes of human life. The content of integrative courses in this pedagogical education is based on the meaning and structure of these disciplines.

Courses based on general scientific concepts, laws, theories. Ideas about creating integrative courses on this basis gave good results. Concepts denoting a high degree of generality among the authors: "matter", "Action", "matter", "Field", "energy", etc.were used a lot. Among the laws of sernahsuli Nature Conservation Law, the development of people due to business activity, was to look at nature with emotion.

Among the theories, the main natural - scientific theories serve as the basis for the creation of an integrative course. It is worth noting that, although there were many attempts to create integrative courses on this basis, they are distinguished by the fact that they do not frown and do not have a specific sequence, 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, scientific manifestations of the universe.

All of the above topics have integrative content and great opportunities for implementation. Such courses differ in the complexity and effectiveness of the material and method of teaching, which will be applied to future teachers in their future pedagogical activities.

In a certain sense, these courses have a good effect on the effect of Natural Sciences, and an object in the course is seen from the point of view of different sciences.

Integration in the same variety was widely used in the teaching process in the Twenties of the last century. It was later abolished, but today there is another need for such integrative courses. Within the framework of Primary Education Sciences, the consciousness of students is achieved with a holistic understanding of the object to be studied. The demand to generalize this process of knowledge transfer from a melodic point of view also assumes that students are given comprehensive methodological knowledge.

Integrative courses based on various problems. There has been a lot of research on the implementation of integrative courses on the basis of various local (local) and global (universal) problems. In the integration of methodological courses, the local of methodological knowledge, that is, belonging to the methodology of only one subject, and Global, that is, problems related to the methodology of teaching several subjects, are distinguished. When organizing methodological integrative courses, attention is paid to the research of a comprehensive solution to these problems. Such courses can be organized in the style of integrative courses aimed at solving problems during the period of teaching savod or a common problem in the cross section of classes.

The development of integrated courses structured on general methodological problems is also motivated by the development of global education. Integrative courses based on the unit of content of pedagogical activity.

It directly depends on the acquisition of scientific and theoretical information in the development of educational and methodological skills of teachers of the future primary class. For this reason, it seems advisable to organize a general course based on the general integrity of pedagogical activity, but at the same time intended to introduce information about each of its elements. These integrative courses have a favorable effectiveness in the educational process and help in achieving the result, solving the problem of

excessive effort, developing skills for obtaining independent knowledge. The creation of such methodological integrative courses and their implementation in the educational process are of great importance today. The results of the examination of the assimilation of methodological disciplines show that the system of a large number of methodological disciplines given today does not help to achieve a high level of results in the formation of theoretical-methodological competencies in future teachers.

Methodological principles are teaching principles that determine the laws, content and methods of the educational process. And these principles serve to determine the basis of the pedagogical system, as well as the initial situation.

Each subject of study serves to justify the existing thing in the life of society-the phenomenon and the scientific laws of processes. This allows the educated to understand the essence of nature and social progress. These principles also clarify the content and essence of primary education.

The proposed didactic principles can never maintain their structure, regularity and classification uniformly. They change and are formed depending on the period, social progress and social requirements for the educational system. Over time, some principles become irrelevant, while others are refined and updated.

Consequently, didactic principles are renewed on the basis of the demand of society, along with the development and improvement of the subjects taught.

In modern conditions, the proposed principles cover the requirements imposed by the society before primary education and meet the characteristics of the educational organization. It implies that components are related in the didactic process.

The above-mentioned didactic ideas and principles make it possible to organize the educational process based on the requirements of society. This makes it possible to develop conditions for the systematic use of the principles of integrative pedagogy, while expanding the possibilities of integration in the educational system.

When mathematical concepts are applied integratively to the content of subjects of educational subjects such as primary classes "upbringing", "mother tongue and reading literacy", development is observed in the educational process and in student cognitive activity. In the process of integrating educational disciplines of the primary class socio-Humanitarian category, it is advisable to adhere to a number of educational principles. These principles: 1. The principle of being based on science; 2. Unity of theory and practice; 3.

Regularity of training and upbringing; 4. The principle of historicism in teaching; 5. The principle of accelerating the learning process;

We tried to implement them in the following way in ensuring the relevance of the methodology of Educational Sciences according to the above principles:

The principle of building on science - this principle, in its essence, should not only be manifested in the content of education, but also form the main part of this or that science, taking into account the peculiarities of Science and the development of students' knowledge. In the didactic process, learning should be perceived not as the result of activity, but as an activity process. According to the scientific principle of teaching, students should be informed only about information that is scientifically correct and does not confuse them, that is, the truth of the facts, phenomena, laws, rules studied, their compatibility with the latest achievements of science. The principle of Science in turn: validity and probability of conclusions drawn from the material under study; studying each question of the program from a general theoretical and general ideological position;

At all stages of the lesson, the issues of the formation of general knowledge, skills in students should be fully implemented, with special attention to the most important questions in the content of the topic. Primary school students test their knowledge of the social sciences and Humanities in their experiences and apply it in possible contexts in an interdisciplinary context. Based on the same systemic activity, the scientific character of education and upbringing is manifested. According to this principle, mistakes made in the oral or written answers of any student should never be ignored by the teacher and corrected immediately.

The principle of unity of theory and practice.- The acquired knowledge of students within the framework of the educational subjects of the primary class is achieved not by itself, but by the formation of the skills of students to be able to apply theoretical knowledge in pedagogical activity. Therefore, it is advisable for students to develop theoretical and methodological skills within each subject. This is the only way to ensure the unity of theory and practice. Practical actions serve to show students the functional side of knowledge that teaches them the skills of a holistic and systematic understanding of the world.

The principle of the regularity of education-there must be a logical connection in each work. Therefore, confusion in teaching should never be allowed, that is, each subsequent stage of the learning material to be mastered should be a logical continuation of the

previous material, only then can the student use his previous knowledge in a sensitive way. Feels extirpated in understanding and mastering new material. To ensure the fulfillment of this requirement, the teacher must carry out internal and inter-subject external relations. To do this, it is necessary to constantly monitor the application of the learned knowledge, skills by students.

The principle of accelerating the educational process-consists in the rational choice of the teaching option, which provides the maximum possible result in the education, knowledge and development of students with a minimum of time and effort for the teacher and students on the basis of the given conditions.

In its essence, the educational subjects of the primary class are important in the development of the student's knowledge acquisition, worldview, as well as in the education of personality qualities. Subjects of study associated with each other acquire complex concepts about natural and scientific phenomena, events, processes. This knowledge is based on the principle of historicity of training in the acquisition of skills. In the process of studying educational subjects in the socio-Humanitarian category, students are introduced to the time of birth and life of great personalities of the past, the dates of writing their works, the scientific heritage and moral views that they added to world civilization in a manner related to mathematics on the basis of interdisciplinary connection. In this, the role of mathematical concepts in the memory of students, their influence on their emotions, self-education is incomparable.

In the course of the lesson in didactics, it is necessary to quickly and qualitatively master a new topic. After all, the principle of accelerating the learning process is a didactic phenomenon that goes back to taking a short and meaningful lesson. On the basis of interdisciplinary communication, it takes a lot of time to use, giving examples of similar topics of several lessons in each course process.

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