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THE CONTENT-ESSENCE OF THE INTEGRATIVE APPROACH AND ITS COMPONENT PARTS

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ABOUT ARTICLE

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Abstract: This article discusses the content of the integrative approach in the educational system and its components in education. Also, the importance and features of integrative education are highlighted.

INTRODUCTION

In accordance with the reforms carried out in our country, the approach of harmonizing educational processes creates an opportunity to solve the problems of establishing and forming a creative attitude to the studied source. For this reason, the reforms implemented in education and training should serve the society in a logical way. In this place, the importance of integration of non-traditional forms of education increases even more. After all, depending on the level of integration, according to the technique of its application, it will be possible to determine the perspective of the implemented technology. Because integration is the main factor in the transition to a new qualitative state as a result of the assimilation of content of a sufficiently manifested nature. Integration is characterized by deep, non-traditional learning and the combination of a large amount of educational material of a diverse nature.

The root of the integration process goes back to the classical pedagogy of the distant past and is represented by the idea of interdisciplinarity. It is meant to be interpreted as an integrative education. Reconstruction and renewal of our society affects all spheres of its material and spiritual life.

The deeper and more versatile the practical technology training of teachers is, the better the vector of pedagogical integration should be chosen at the same time. I believe that methodological, technological and personal integration of three different but related components will be easy, fast and productive for learning pedagogical knowledge.

The first is activated by acquiring theoretical knowledge and increasing the experience of methodological reflection.

Secondly, it includes methodological and technological pedagogical knowledge.

Thirdly, the task includes the personal development of the pedagogue, the formation of his identity. The above components must meet the following requirements in their work:

- education should be taken depending on the formation of the necessary characteristics and types of work of the future teacher;
- according to the process of the structure of pedagogical sciences, it should create the conditions for acquiring knowledge;
- should create a unity of opportunities, characteristics, forms and methods of the future teacher, favorable selection conditions.

Also, it is necessary to create conditions for the students' development and continuous use of the acquired concepts in the educational process. As a result, the "Childhood" pedagogy-based work integration course was developed. Among them are the following meaningful lines: the technology of education and knowledge acquisition of childhood in different periods of work, psychological and pedagogical diagnosis of personality formation and development in different periods of childhood, technologies of personal development.

- Principle of continuity
- Scientific principle
- The principle of education
- The principle of diagnostic-information direction
- Prognostic principles

In this research work, the solution to the issue of making an integrative approach to the innovation of educational content is considered. The problem of integration into primary education is important and relevant both for theory and practice. Nowadays, the problem of creating updated educational content through the creation of integrated education is becoming more and more relevant in modern pedagogy. introduction of moral-aesthetic ideas and concepts is planned.

Recently, there are a lot of ideas about the integration of education. Scientists and practicing teachers are puzzled about how to create a whole program for children to form a holistic understanding of the world and bring together knowledge in various subjects. Efforts are being made to organize courses that combine closely related subjects.

Acquaintance with foreign experience also shows that integrated subjects, which are the basis for the development of knowledge about science and society (practice), are included in the curricula of many countries. It informs that integrated sciences are the main means of forming a comprehensive sense of humanity in students in the world community. The purpose of integrative education is to engage the child in conversation with the world, to introduce him to the conversation with human society, science, environment and art, not only with the language of people, but with the language of animals and plants, with the language used by artists, musicians, and scientists. One of the goals of integrative education is the connection between things and events, mutual support, diversity of material and culture, the inner (spiritual) and social world of a person, in the world. to give an understanding of the governing laws (natural, scientific, historical, moral). The main emphasis is not only on the acquisition of certain knowledge, but also on the development of scientific and creative thinking.

Integrative education is intended to be organized in such a way that it has a personalized approach and is given to each learner, not just to a class or group. In this, his personal creative thinking, qualities and abilities are shown separately, his interests are taken into account. The methods of implementation of integration can be effective or ineffective, in such cases, sometimes the implementation of the integration approach requires turning away from one of the methods and creating integration measures

that take into account the characteristics of their use at all levels. This statement of the problem proves that integration has different characteristics at different levels of education.

It is known that the process of education and training are inextricably linked. Because education includes the whole process of education. Modern intellectual education includes all aspects of integrative education (mental, moral, economic, labor, aesthetic, hygienic, legal, physical education) and covers their interdependence. The implementation of interdisciplinary communication in the educational process has a strong impact on the quality of education and allows for the modernization of education, that is, the expansion of innovative teaching opportunities. This will lead to qualitatively new creative changes in science knowledge. It is known that when the knowledge of educational subjects is integrated in the educational process, it should be taught in the form of social experience, linguistic richness, spiritual and cultural values, intellectual potential, moral standards, and innovative methods and technologies. .

The results of the analysis of the current educational process show that the content of one or another academic subject contains knowledge and concepts that have not entered the social experience of the student. The main reason for this is that the content of the subject is too complicated or too simple. If the learning material is too complicated, it will be difficult for the student to master it completely. This causes the student to become bored. If it is expressed in a simple and repetitive way, the desire to master such educational material will disappear.

To date, many countries in the world have been using educational programs and textbooks of an integrative nature in their educational system. Each country has developed and implemented different levels of integration based on the nature of the order placed on the education system of that country. For example, in the education system of the United Kingdom, integrative subjects are mainly introduced, while in Korea and Switzerland, integrated subjects or separate subjects, integrated subjects in Australia, subjects in the direction of culture, human and nature, integrative subjects in Hungary, In the Netherlands, individual subjects are taught in blocks such as science and technology in Ireland.

Integration based on the creation of mutually compatible points in educational programs is important to ensure inter-thematic harmony in programs. Today, in accordance with the reforms implemented in our country, the problems of harmonizing the relations between society and education, establishing and forming a creative attitude to the study of sources are of great importance in the educational process.

As a result of using one or another level of integration in the educational process, it creates the following opportunities:

- firstly, the learner's time and energy are saved, his knowledge opportunities are expanded;
- secondly, there is an opportunity to save money spent by parents and the state on the education process;
- thirdly, on the basis of inter-subject integration, mechanisms are created to perspective the results of the learning process;
- fourthly, legal and methodological opportunities will be created to establish the training and professional development of teachers who manage the integrated educational process;
- fifth, on the basis of integrated programs, the level of economic efficiency of the educational process is determined;
- sixthly, it creates favorable opportunities for wide use of international experiences in the field of organizing the educational process based on integrated programs, and so on.

The teaching process should not only be educational, but should be aimed at educating students in humanitarian aspects. Based on the content of the topic, scientific knowledge about nature, society, human thinking, and development should be aimed at forming trust and faith in the future of our Republic. In general, an integrated lesson should be coherent (thematically) and carefully planned.

Today, the demands arising due to the development of science and huge changes in practice are setting new tasks for modern primary education. Cultivating a person's ability to know, a vigilant attitude towards the world around him is not a self-formed process, but rather a complex development of a person in the process of education: training and pedagogical technologies in accordance with the content and content of the lesson. It is required to be organized with a view to conscious and conscious application.

In this case, the pedagogue focuses on the goal of expanding the student's worldview. These are more integrative type of training, and in organizing them, the teacher should master a number of aspects specific to interdisciplinary integration. The modern education system is aimed at establishing the foundations of science at a high level, defining and imagining the world of developed thinking as a whole, correctly understanding the events happening around, and educating young people who can understand their essence.

According to scientists, integration is one of the didactic principles and takes a leading place among them. Such a concept creates the need to once again consider the issue of integration in the educational system, the issue of interdisciplinary coherence and connection.

The introduction of integration into the educational system can be the main tool in solving the tasks related to education and upbringing between the educational institution and the public. Integrated training teaches students to naturally realize the unity of their worldview, the understanding of the coherence of events. It should be noted here that the integrated approaches of primary education classes should be scientifically developed. After all, depending on the level of integration, according to the technique of its application, it will be possible to determine the perspective of the implemented technology. After all, integration is the main factor in the transition to a new qualitative state as a result of the absorption of various characteristic content, which can be sufficiently manifested.

In an integrated lesson, it is necessary to define the goal taking into account the connection of several subjects. In such an exercise, it is necessary to calculate the optimal amount of assignments given to the student. The development of the theory of integration in the teaching process, the development of scientific pedagogical concepts, is of fundamental and important importance. Integration is inextricably linked with differentiation. This unity is clearly manifested in the formation of education, the desire of students to understand the knowledge they are getting.

As a conclusion in this part of our research, it can be noted that this research work has an integrative methodological character, and therefore, from this integrative approach methodology, future elementary school teachers can easily use their professional activities in their fields. can use.

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