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Theoretical Bases of Integration of Educational Process

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Abstract: The article discusses the types of methods, techniques and forms used in the teaching process in the primary grades. In the elementary school curriculum, a number of works are devoted to interdisciplinary work. It focuses on scientists who have worked to integrate the sciences.

Keywords: integrative, complex, borderline science, basic science

The research of didactic scientists highlights the genetic nature of the method with practical activity. The researches of N.N. Skatkin, I.Y.Lerner, Y.K.Aleksyuk, Babansky give the definition of secondary types of signs related to teaching methods. They have proven to be a method of expression, content and teaching.

Gegel describes the style of philosophy as a form of content movement. In the learning process, through various logical systems, the teacher and the students express their knowledge, abilities and skills in the form of deduction, induction, synthesis, generalization, definition, comparison.

All logical processes are internally connected with the content of the style

side. The learning process in the elementary grades is characterized by a variety of methods, techniques, and forms used. During the transition to the new curricula and programs implemented in our country, it is important to harmonize the relationship between society and the environment, to establish and form a serious attitude to the environment. The basics of a serious relationship with the environment are taught in elementary school. Therefore, the outcome of economic education depends on the first stage of school education. New psychological and pedagogical research allows us to examine previous perceptions of the limited learning activities of young schoolchildren. It provides a framework for changing and updating all components of elementary economic education. The key to such an update is to identify a goal that meets the age characteristics of the primary school students and meets the requirements of the course.

Between the 19th and 20th centuries, the idea of creating an integrated course for small school students to get acquainted with the natural environment emerged in pedagogy. This idea was associated with the names of A.Y. Gerd, D.N. Kaygorodov, A.P. Pavlov, who demanded that the primary school introduce an undivided course on the living and non-living world around it. Some aspects of integrated education, interdisciplinary relations are the work of famous pedagogues (Y. Comenius, D. Locke, I. Gerbart, M. Pestalotstsi, K. Ushinsky, etc.), didactics (lDZverev, MADanilov, VNMaksimova, SPBaranova ,NMKatkina and others), psychologists (ENKabanova, N.Pishkalo, Meller, NFTalizina, YASamarina, G. (Vergeles), medical scientists (M.R.Lvov, VGGoretskiy, NN .Svetlovskaya, YMKolyagin , GNPristupova, LVLevenberg).

There are a number of activities in the elementary school that focus on interdisciplinary communication. Great work has been done by scientists T.G.Rizayeva, G.N.Akvileva, D.I.Troytap, G.V.Baltyukova, N.Y.Velenkin, N.M.Drujnina, T.S.Nazarova, I.K.Blinova, R.G.Matyushova in the integration of this science. This problem is considered in the works of Uzbek scientists R.M. Avlonova, K.Abdullayeva, N.U.Bikbayeva, A.G.Grigoryans, E.I.Nikolayeva, H.K.Kayumov.

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The integration links between primary school subjects are poorly developed and contradictory. There is a lot of controversy among scientists about the nature of these relationships. Let's look at integration as a phenomenon in terms of terminology and methodology. The word "integration" comes from the Latin word integratio - to restore, to supplement, "integer" - the whole word. We have two concepts in this regard:

1. A system is a concept that describes the state of interdependence of individual stratified parts and functions of an organism and the process that leads to that state.

2. The process of convergence of disciplines, which is carried out in conjunction with the process of stratification.

Differentiation in French (differentiofion, Latin differentia - difference, variety), that is, the division of the whole into parts. Integrating educational content is a world tradition (idea, thought, aspiration). The integrative approach reflects the objective integrity of systemic relations at different levels (nature - society - man). Integration involves merging previously divided parts into a whole. It leads to an increase in the level of integrity and coherence of the system elements.

During integration, the amount of interdependence increases and is regulated

falls, the performance of the parts of this system and the integrity of the object of study

regulated. 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 world unity, the need to conduct their activities on the basis of general laws of nature, to solve interdisciplinary and interdisciplinary links in science related to.

Integration in education is addressed through a systematic approach to the design of academic content. There are different levels of integration: elementary, elements of nature, integration of knowledge; intermediate - integration of science divisions; final - the integration of the final stage of education associated with the study of natural sciences. At the same time, the possibility of a more complete and comprehensive integration of science education is deniednot allowed.

Psychologist YA Samarin's views on associative thinking can be taken as a psychological basis for the process of integrating school education. The point is, any knowledge is an analogy,

the knowledge system is a system of simulations. Y.A. Samarin distinguishes the following types of analogies:

- local (local, specific place, bounded by something);
- belonging to a system; within the system;
- between systems;
- Classifies the levels of mental activity according to the nature of combining them with the corresponding level of analogy.

The simplest form of connection, which forms the simplest knowledge of nature or 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. Knowing an object, choosing new evidence and concepts is done by comparing them with knowledge. The simplest generalization of knowledge takes place, but it would be useful if the knowledge gained were linked to the knowledge that is closest to it.

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This involves students' analysis and generalization activities. In-system insights provide students with knowledge of an entire system of sciences (physical, chemical, biological knowledge systems), with extensive use of knowledge within the subject being studied. Images within the system reflect time, environment, number connections. Interdisciplinary perceptions are the highest stage of mental activity. They combine different systems of knowledge, allowing us to know the diversity of an event or process. Based on 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 psychological evidence presented is primary, incomplete, and intermediate identifies key features of school education integration. The book "Pedagogy" by SP Baranov, LR Bolotin, VA Slastenin shows the interdisciplinary links used in the lessons, but does not reflect the problems of integrated education. Primary education journals place great emphasis on the integration of school education. In her article "Integration of primary school education on the basis of local lore" LN Bakhareva writes: It is a high-profile vision that promotes the creation of whole, unified departments and interdisciplinary links. ”

The learning process does not negate the system of integrated subjects, improves the system of integration, overcomes its shortcomings, deepens the connections and connections between subjects, such approaches are based on understanding the relationship between differentiation and integration.

The purpose of pedagogy is to bring together elements and parts of different disciplines with the same goals and objectives, and to help teachers achieve integration. Experience has shown that in primary school teachers, and later in their graduates, it is difficult to study this or that subject, to apply this knowledge and skills in the study of other subjects, to think independently, to transfer the acquired knowledge. 'lack of skills to adapt to new situations.

All of this is due to disagreements between different elementary school subjects. 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 didactic equivalents (appropriate, similar, broad) that reflect the direction of integration of modern sciences. According to psychologist EN Kabanova-M iller, "the 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." While he emphasizes the importance of integrating school education in his “Experience of Integrating Education in Primary Schools”, L.P. Elenko believes that integration is a means of making lessons more effective, a form of taking subject connections to new levels.

Integration is a source of finding new evidence that confirms or deepens teachers ’observations and conclusions in a variety of disciplines. They prevent students from getting tired and nervous by alternating different forms of activity.

The problem of integrating primary school education is important and relevant for both theory and practice. There have been a number of approaches to the integration of primary education in recent years: whether the subject is taught by two science teachers or by combining two subjects into one course and taught by one teacher to create integrated courses, primary until the content of education is radically changed. Neither the school nor the didactics and methodology are ready for this.

Today, the problem of creating an integrated course based on knowledge of natural sciences is still relevant. They play a key role in integrating other types of knowledge. This approach has long been known and practiced in foreign schools. It is about integrating the content of a number of disciplines, not only in the classroom, but also in secondary and tertiary education. This integrated science aims to introduce a range of socio-economic, ethical and aesthetic ideas and concepts necessary to understand

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the unity of nature and society. There has been a lot of talk lately about integrating school education. Scientists and educators are struggling to figure out how to create a holistic program for children to develop a holistic understanding of the world and bring their knowledge of different disciplines closer together. Efforts are being made to combine closely related disciplines: mathematics and construction, fine arts and the arts. The effectiveness of these courses can be assessed based on the results of many years of work of foreign teachers. After all, integrated courses have become commonplace for foreign schools.

Acquaintance with foreign experience has shown that nature and society

Integrated sciences, which form the basis for the development of knowledge about, are included in the curricula of many countries. This suggests that integrated environmental sciences are a key tool in inculcating environmental responsibility in students around the world.

There are several integration methods available today. The first is to combine several disciplines into one science. The study, based on the results of an international pedagogical experiment published in 1988, has become a useful resource for integrated courses, which is a feature of primary schools in many foreign countries. The aim of the course is to introduce the child to the world, not only the language spoken by people, but also the language used by artists, musicians and scientists to communicate with human nature, society, science and art.

It is important to help a small school student acquire a basic understanding of the art of communication. This literacy ranged from interacting with people (peers, adults, minors) to interacting with oneself and environmental events.

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