

BASIS, ESSENCE AND MECHANISMS OF ITS IMPLEMENTATION OF PEDAGOGICAL INTEGRATION

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Abstract

This article discusses the basis, essence and mechanisms of pedagogical integration and its role in our daily life.

Keywords: pedagogy, integration, educational process, general and vocational education, quality of knowledge, didactic principles

Introduction

At a time when science is progressing, the optimal ways of teaching and learning, the development of pedagogical technologies and the development of an integrative approach are required. Fundamental reform of the education system, formation of a competent generation has become one of the urgent issues determining our future destiny. The development and reform of effective education requires not only the use of internal resources, but also a new methodological approach to its organization and content. This approach is promoted by the idea of integration, and the further development of pedagogical theory and practice based on the integrated approach will be more rapid and more effective. It is the integration that aims at compacting the educational content, establishing connections and connections between the educational content and its technology, dividing pedagogical knowledge, pedagogical ideas, structures and many small components into one. -helps to unite other formations that have lost contact with each other. Bringing pedagogical knowledge and practice into a coherent system is such a clear need that there is no need to prove the relevance of the problem statement. Any education, whether vocational, primary, secondary or higher, requires building on the basis of the relationship between general scientific and professional types of education. . Therefore, the problem of pedagogical integration is especially relevant for professional pedagogy. "Integration" is an expression of the unity of goals, principles and content of the organization of the education and training process, and in this process the learner forms his knowledge and skills on the basis of a qualitatively new integrated system. The issue of integration in the pedagogical process arose at a time when the fields of knowledge independent of philosophy began to separate, since the knowledge collected and generalized by philosophy did not fit into the scope of one discipline.

The stratification of subjects, in turn, led to the transition to separate teaching of academic subjects. In the process of fragmentation, as the history of pedagogy testifies, the natural connection between knowledge, which exists between objects and phenomena of the real world, is broken.

Public figure, philosopher-humanist Komenskiy was one of the first to introduce the objective laws of education and upbringing into the system, to solve the questions that previous pedagogy could not answer. Komenskiy called for the enrichment of the student's mind by introducing him to things and phenomena of the world that are perceived by the senses. According to Komenskiy ' theory of evolution, there can be no leap in nature, and therefore in education and training.

He saw a promising education in which the student is provided with a holistic picture of the world.

Komenskiy wrote: "Everything related must be taught in the same relationship." The first attempt to justify the need for integration in the pedagogical process was made by I.F. Done by Herbart. He identified four stages of learning:

1. Clarity
2. Association
3. System
4. Method.

Although Herbart's first two stages are focused on acquiring knowledge, the other two are focused on connecting previously learned things and "creating a kind of bridge to the acquisition of new knowledge." According to Herbart, the "field of the mental environment" is manifested in the ability to repeat previously acquired knowledge in relation to currently acquired knowledge.

Ushinsky, who contributed to the implementation of significant changes in the organization and content of education and training, provided the most complete psychological and pedagogical justification of the didactic significance of the connections between the studied objects and phenomena. In his work "A person is a subject of education", he draws conclusions from various associative connections that reflect the objective relations of things and events of the real world. In Ushinsky's theory, the idea of interdisciplinary relations appeared as part of the general problem of the systemic nature of education. He emphasized that the connection between concepts and their development in the system of general sciences leads to the expansion and deepening of the student's knowledge, and how important it is to include them in the system in the process of accumulating knowledge at the end of the training. He considered integration in education as a necessity manifested in the desire to reflect the interconnectedness of the real world in the educational process, to combine the studied topics and phenomena into a single inseparable chain, which, in turn, promotes harmonious development. should provide.

Training and quality improvement of highly qualified personnel requires strengthening the role of general education and professional training. It makes no sense to increase the hours for this, because it will cause overload. Therefore, at the current stage of the development of higher education, there is a need to develop a theory of integration of the content of general education and vocational education.

About the integration of educational content M.N. Berulava states that we understand the process and result of the interaction of its constituent elements, which is accompanied by an increase in the consistency and density of knowledge.

Until now, a stable point of view has been formed in didactics about the existence of interdependence between the trend of integration of educational content and the trend of integration of scientific knowledge, technology and production. The leading components of the integration of educational content are computer technologies that allow the analysis of theoretical material and, at the same time, solving practical problems. This connection is completely natural, because science, technology, production serve as the most important sources of formation of educational content. The existence of a connection between the cycles of academic subjects reflects the objective existing structure of unification of scientific knowledge, a single system of natural, social and technical sciences.

The development of this problem was carried out mainly in connection with general education and was characterized by the study of relations between academic subjects within the framework of individual subjects, first of all, natural sciences.

So, it shows that the problem of integration of educational content is related to the problem of students' systematic knowledge.

In didactics, systematicity is considered from three aspects:

- as the quality of knowledge - after defining the concept of systematic knowledge, the conditions and means of its formation are considered;
- as a didactic principle - based on the principle of general consistency, the didactic requirements for

learning and its results are considered;

- as a principle of management of the educational process - management issues are considered based on the principle of general consistency: planning, organization, control, analysis, etc.

Consistency in psychology is determined by systematization as a mental operation that organically includes all other mental operations: abstraction, comparison, analogy, concretization, generalization, analysis, synthesis. The analysis of different points of view led us to the following definition: the systematic nature of knowledge is the process of arming students with a system of scientific knowledge, which is impossible without systematicity in their formation, because any system of knowledge implies a certain sequence of them. Accordingly, we define a system as a set of objects whose interdependence is very close and important, the interaction of which determines the existence of new integrative qualities that are not characteristic of its components. . Thus, in this case, the central, main feature of the system, which is the content of general and professional education, is holistic integrity.

In conclusion, it can be said that, as noted in the scientific literature, the relationship between general education and vocational education means the interaction of all their components: content, organizational forms, teaching and training methods and tools, etc. It is a proof of our opinion that the principles of a professional direction that can be built, problematization, motivation, unity of education and training, interdisciplinarity, and continuity have been put forward.

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