



THEORETICAL BASIS OF THE INTEGRATIVE APPROACH IN PRIMARY EDUCATION PROCESS

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Abstract: *In the article, one of the important conditions for improving the quality of theoretical-methodical training of students in the course of primary education mother tongue and reading literacy classes is the systematic unity of professional disciplines, which is carried out in interdisciplinary communication.*

Key words: *primary education, integration, subject, education, theoretical-methodical, methodology, pedagogy, integrative approach.*

The content of the integrative approach in the activities of future primary school teachers has been given different definitions in different periods. Also, this concept is important philosophically, pedagogically, and methodically. From a philosophical point of view, integration is not a simple uniting of elements into a whole, but a system, interrelationship that contributes to its development, the emergence of new features that were not previously characteristic of these elements, as well as their activation. Interdependence means interaction. In modern studies, integration is considered to be, on the one hand, an internal reserve role for the development of scientific knowledge, and on the other hand, integration is a qualitatively new type of mutual development of sciences, characteristic of the modern conditions of formation of sciences.

It is emphasized that "integration is directly related to the development of scientific and technical progress". Also, integration is recognized as a factor of ensuring the interrelationship of sciences. [1; 276 b]. In our opinion, this range of ideas is a multi-functional phenomenon, which differs in content depending on the field of application.

Implementation of an integrative approach to teaching, taking into account the unique features of education and sciences in the world pedagogical experience, development of students' educational and cognitive activities, interests and abilities, formation of a creative personality, pedagogical theoretical it has already been proven to be one of the promising ways to increase the effectiveness of education in the process of preparation for methodical activities. Because the main task of modern education is to reveal the abilities of future specialists on the basis of high technologies, prepare them for life and theoretical-methodical activities, and release competitive personnel to the world arena. It should also prepare each student to independently set serious goals and achieve them, skillfully respond to various theoretical and methodological situations. It is desirable to achieve this on the basis of an integrated approach to the pedagogical process.



In the present new socio-economic conditions, the educational system that meets the requirements of changes in the market economy, providing the educational process with sufficient material, technical and information base, the pedagogical process with highly qualified potential personnel, high-quality educational and methodical materials it is desirable to provide, establish beneficial integration between science, education, and production. An integrated approach includes knowledge designed to reinforce learning and cross-experiential learning that is synthesized across traditional subject areas. This approach develops the student's ability to apply knowledge to unexpected situations.

In the dictionary of pedagogical terms, "Integration" is the interrelationship of educational subjects; derived from the Latin word "integratio", which means reconstruction, restoration, filling; "integre" means complete, whole, whole. Integration is important because it expresses the meanings of organic merging with each other, mutual absorption, and the formation of a new, single stable generalized-holistic idea by combining with each other. [2; 29 b].

As we know, the integrative approach to the educational process is understood as the aspects of personal development related to harmonizing, rounding up and uniting into a "whole" previously unconnected components. This process can be carried out both within the framework of the traditional education system and in the modern educational process. The uniqueness of the interaction process is that each component of the integrative system implies qualitative changes.

The problems of the integrative approach in pedagogy have been considered in different ways in the works of many researchers.

Farididdin Attar, with his fundamental thought, defines interconnectedness in his time as follows: "There is no small thing on this earth, everything is interconnected and complements each other." [3; 5-6 b].

So, in our opinion, every science is related to each other and its basis is nature.

The founder of didactics, Y. A. Komensky, in his work "Great Didactics" stated: "The total thing in communication should be studied in the same communication" [4; 54- b]. It is clear from this that any knowledge to be learned must be implemented and connected on the basis of relevance. Only then will nature and man realize their unity.

I.G.Pestalotsiy opened the various nebula of interrelationships of educational sciences: "In your mind, you should connect all interrelated sciences exactly as they are connected in reality in your mind." - puts forward the opinion.

It is desirable to have the opportunity to familiarize students with speech styles using information from a number of subjects. In this process, it is necessary for students to study the artistic style of literature, the scientific style of biology, chemistry, physics, mathematics, and the style of working papers based on the materials taken from the fundamentals of law. [5; 38-p].



The problems of integrating integration into the content of education in the educational process, revealing the possibilities of achieving reciprocity, an integrative approach to the educational process, and combining all factors in the educational impact on the student are the problems of most researches. [6; 360-b].

As a result of research analysis, scientists have distinguished a number of categories of integrative education in pedagogy: integrative system, integration process, integrative approach, principles of integration, integrative factors, forms of integration. It is noted that these categories are expressed as follows.

The principles of integration imply the interrelationship of all components of the educational process, the interdependence of systems. It is also primary in determining the purpose of education, organizing the content of education, its forms and methods in relation.

Integrative approach is the implementation of the principle of integration in any component of the pedagogical process. It ensures the integrity and consistency of the pedagogical process.

Integral processes are the process of qualitative change of individual elements of the system or the entire system. Many studies in local didactics and educational theory are based on the above rules when developing specific methods for improving the educational process.

Analysis of specific aspects of concepts based on an integrative approach leads to the following conclusions:

Currently, a large number of integral pedagogical concepts and systems are operating in pedagogy that complement the general integrated approach reflected in the groups of resources under consideration. However, creating a truly holistic picture requires strengthening integrative work in the field of deepening synthesis within concepts (sources), between concepts (between sources), and between concepts and sources. In this case, of course, it is necessary to take into account the relative nature of views on the integrative approach. Integrative-pedagogical concepts can serve as a heuristic-methodical guide in creating new integrative-pedagogical concepts, in particular, an integrative-holistic approach.

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