

**DEVELOPMENT OF PROFESSIONAL COMPETENCY OF A PRIMARY
EDUCATION STUDENT ON THE BASIS OF AN INTEGRATIVE APPROACH**

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Annotatsiya: Mazkur maqolada integrativ yondashuvning nazariy asoslari, uning zamonaviy pedagogik jarayondagi tutgan o'rni, ayniqsa, boshlang'ich ta'limda dolzarbligi keng yoritilgan. Integrativ yondashuv orqali turli fanlararo bog'liqliklarni yo'lga qo'yish, nazariy bilimlarni amaliy faoliyat bilan uyg'unlashtirish, kasbiy kompetentlikni shakllantirishda muhim vosita sifatida ko'rib chiqiladi. Maqolada integratsiyaning o'quvchilarda tizimli va tanqidiy fikrlashni rivojlantirish, o'qitish jarayonini kontekstual asosda tashkil etish orqali ta'lim samaradorligini oshirishdagi roli ochib beriladi.

Kalit so'zlar: integrativ yondashuv, kasbiy kompetentlik, tarbiyachi, fanlararo bog'lanish, amaliy ko'nikma.

Abstract: This article broadly covers the theoretical foundations of the integrative approach, its role in the modern pedagogical process, especially its relevance in primary education. The integrative approach is considered as an important tool for establishing interdisciplinarity, combining theoretical knowledge with practical activities, and forming professional competence. The article reveals the role of integration in developing systematic and critical thinking in students, increasing educational effectiveness by organizing the educational process on a contextual basis.

Keywords: integrative approach, professional competence, educator, interdisciplinary connection, practical skills.,

Аннотация: В статье широко рассматриваются теоретические основы интегративного подхода, его роль в современном педагогическом процессе, особенно его актуальность в начальном образовании. Интегративный подход рассматривается как важный инструмент формирования междисциплинарного взаимодействия, объединения теоретических знаний с практической деятельностью и формирования профессиональной компетентности. В статье раскрывается роль интеграции в развитии системного и критического мышления учащихся, повышении эффективности обучения за счет организации образовательного процесса на контекстной основе.

Ключевые слова: интегративный подход, профессиональная компетентность, педагог, междисциплинарные связи, практические навыки.

Introduction: Today, one of the pressing issues in the preschool education system is the training of competitive, innovative, professionally active, open to innovative ideas and broad-minded educators. At the same time, the integrative approach, which serves to ensure interdisciplinary communication in education and to combine theoretical and practical knowledge, is taking an important place in the pedagogical field. This approach is one of the effective methods for developing the professional competence of educators, equipping them with complex knowledge,

skills and qualifications. A number of scientific works have been carried out by foreign and domestic scientists on in-depth research into the theoretical and practical foundations of the integrative approach. In particular, the works of foreign educators such as J. Dewey, H. Gardner, R. Fogarty have made a great contribution to the formation and development of integrated educational systems. Dewey's work "Experience and Education" put forward ideas about the enrichment of the learning process through integration. R. Fogarty, in his study "Ten Ways to Integrate Curriculum", systematically described the methods of implementing interdisciplinary integration in education.

Among Uzbek scientists, researchers such as H.T. Tokhtasinov, S. Turgunbaeva, D. Jorayev and G.Q. Kadirova have conducted important scientific research on the integrative approach, professional competence, and methodology of preschool education. In their scientific research, the essence of the concept of integration, its practical application, educational Although there are opinions about its role in the process, there are not enough systematic studies devoted specifically to the formation of educators' competence based on an integrative approach.

Therefore, this article is aimed at clarifying the role of the integrative approach in the formation of professional competence of educators in preschool education and at deeply analyzing its scientific and theoretical foundations. The author's scientific research was conducted based on the works of the above-mentioned scientists.

Problem statement: The preschool education system has been recognized as one of the priority areas in the Republic of Uzbekistan in recent years, and the issue of training modern, creatively thinking and highly qualified educators in this area has become an important component of state policy. In particular, the Resolution of the President of the Republic of Uzbekistan No. PQ-4312 dated October 8, 2019 "On approval of the Concept for the development of the preschool education system of the Republic of Uzbekistan in 2020–2030", the Law "On Education" (new edition, 2020), and the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 87 dated February 19, 2021 set out the tasks of improving the quality of preschool education, updating the content of education, and training professionally competent pedagogical personnel. Based on these official documents, it is envisaged to address such pressing issues as the integration of educational content, the formation of professional competence of educators based on modern methods, and the introduction of an interdisciplinary approach into practice. In particular, there is an increasing need for pedagogical methodologies based on an integrative approach in the development of preschool educational programs and the training of educators, developing creative and practical skills.

However, the current pedagogical literature does not sufficiently address the methodological foundations of the integrative approach to the formation of professional competence. Although the theoretical foundations of integration are outlined in existing curricula, there is a lack of comprehensive methodologies for the competent training of personnel acting as educators in the process of practical education.

herefore, the article studies the role and pedagogical possibilities of the integrative approach in the formation of the competence of educators and pedagogues, and also puts forward proposals aimed at solving this problem based on existing regulatory and legal documents.

Solution method (or methods): In this article, a number of scientific and methodological approaches and research methods were used to determine the role of the integrative approach in the formation of the professional competence of educators and to reveal its practical foundations. The methodological basis of the study was the person-centered approach, the integrative (i.e. interdisciplinary) approach, and the competency approach.

First, the essence of such concepts as preschool education, integration, competence, and professional development was studied through the method of scientific and theoretical analysis.

At this stage, international and local literature, state programs, educational standards, and advanced pedagogical experiences were analyzed.

Secondly, the process of educators' activities in existing preschool educational institutions was observed using the method of pedagogical observation and diagnostics. This revealed what methods and techniques are used in the formation of educational content based on an integrative approach, and which aspects are not given sufficient attention.

Thirdly, as an experimental work, training sessions were organized with the participation of teachers. In these sessions, methods such as creating lesson plans based on interdisciplinary integration, linking topics, and developing collaborative work skills were tested.

Fourthly, the opinions, experiences, and needs of educators and methodologists on the integrative approach were analyzed through questionnaires and interviews. This approach became an important source for determining the desire of educators to assess and develop their professional competence.

Through the integrated use of the selected methods, a systematic approach to the research topic was provided. These approaches are also convenient and repeatable for other researchers and serve as the main tool for assessing the effectiveness of integrated methodologies in preschool education.

Analysis and results: Scientific and theoretical analyses and practical observations conducted during the study showed the important role of the integrative approach in the formation of professional competence of educators. The following main points are noteworthy in the analysis:

1. In the process of studying theoretical sources, the literature on the integrative approach in preschool education is often based on general descriptions, most of which describe the theoretical approach, and the mechanisms of practical application are poorly covered.

2. As a result of practical observations, educators have shown a tendency to teach various topics separately, in isolation during the lesson. This prevents children from acquiring knowledge in a holistic way.

3. Educators who participated in experimental sessions confirmed that children's active participation, interest, and independent thinking have significantly increased in sessions based on the integrative methodology. This demonstrated the practical effectiveness of this approach.

4. The survey and interviews revealed that the majority of educators are not ready to apply interdisciplinary connections in practice, and there is a high need for methodological guides, trainings, and practical recommendations in this regard.

The analysis shows that through classes organized on the basis of an integrative approach:

- Creative and analytical thinking of educators is developed;
- Practical skills and methods that ensure the active participation of students are expanded;
- Through interdisciplinary integration, a holistic vision is formed in children;
- The ability to reflect on the professional competence of educators is developed.

Based on these results, it is determined that it is necessary to actively introduce an integrative approach in the educational process and to improve the system of training and retraining of educators in this direction.

Conclusions and suggestions

The results of the study showed that the role of the integrative approach in the formation of professional competence of educators in the preschool education system is incomparable. This approach not only serves to master knowledge holistically, but also develops educators' creative thinking, problem-solving skills, and the ability to understand interdisciplinary connections. On this basis, the following conclusions and suggestions are put forward:

Conclusion:

1. Organizing classes based on an integrative approach increases the professional competence of educators.
2. Providing education while ensuring interdisciplinary connections enhances children's logical thinking and interest.
3. Combining practical activities with theoretical knowledge leads to solid and meaningful knowledge.
4. There is a need to conduct training and seminars based on integrative methodological approaches in the professional development of educators.

Proposals:

1. In higher pedagogical educational institutions, separate modules and practical courses on "Organization of education based on an integrative approach" should be introduced.
2. It is advisable to develop and distribute model lesson plans and methodological guides based on interdisciplinary connections in preschool educational institutions.
3. It is recommended to organize advanced training courses on an integrative approach for each educator, and to support their activities on a scientific and methodological basis.
4. In the future, it is proposed to conduct extensive experimental work on this topic and improve educational policy documents based on their results.

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