

THE PLACE AND IMPORTANCE OF INTEGRATIVE EDUCATION IN PEDAGOGY

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Abstract

This article provides information about the role of integration in the field of pedagogy, the opinions of scientists who have conducted research in this field, and the role of integrative courses in world experience.

Keywords

Pedagogy, integration, individual, collective.

Today, new innovative teaching methods and techniques are widely used in the education system. It is no exaggeration to say that one of them is the integrated teaching of subjects. The ideas and work of several scientists about integrated lessons and integration in the education system still have their place today.

VA Comenius, advising parents to follow biological laws in raising their children, demonstrates the integration of pedagogy and biology. In this way, he shows the place of scientific science in pedagogy, in the spiritual and spiritual development of man. Biological laws have their place not only in the physiological structure of man, but also in his spiritual upbringing, culture, and establishing relations with society.

AS Makarenko is considered a scientist who integrated the concepts of "individual" and "collective" in pedagogy. In his views, common aspects of individual and collective characteristics were found in the educational process, so that the results obtained have their own significance in solidarity and collectivity for both the educator and the students. Through his views, the scientist demonstrates the integration of education and upbringing. On the one hand, it is no exaggeration to say that he is a scientist who was able to integrate individual characteristics into collective characteristics. In his research, Makarenko initially shows the educator as an absolute manager in the pedagogical process. Later, he shows the place of active students in the team. The scientist shows that the characteristics inherent in the individual are also inherent in the team, and that they need to act "together".

LN Tolstoy was a supporter of children going to school not by force, but by their own free will. Free-thinking students also have discipline, and working with such a group of students brings many pedagogical achievements for the teacher. In his opinion, it is not students who are sent to school by force, but students who come to school of their own free will who become free-thinking people who find their place in the team. Tolstoy shows the importance of taking into account the psychological characteristics of students, the integration of pedagogy and psychology.

Integration classes have repeatedly proven their worth in foreign experience. Bulgarian scientists have created an integrative course for 10-12 year old students that combines subjects such as linguistics, social studies, and civics. Through this course, students acquire a number of basic knowledge necessary for social life on the basis of linguistics.

In high schools in the United States, "Earth Science" is taught, which encompasses several subjects such as chemistry, physics, geography, and geology. Through this subject, students learn about the physical and chemical properties of soil, minerals, and many other things, in addition to studying the earth.

According to Robert Carlos, in primary education, children should be taught not only how to read and write, but also more important and larger issues. Because from this moment, along with the child's intellectual and natural abilities, it is necessary to form his confidence in the future and the ability to choose a profession.

In conclusion, it can be said that through integrated lessons, students have the opportunity to develop their interest in learning science, as well as their interest in observing events around them, drawing conclusions from them, and learning a profession.

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