

THE IMPORTANCE OF APPLYING INTEGRATED APPROACHES IN PEDAGOGICAL THEORY AND PRACTICE

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Abstract: *One of the promising areas for improving the education system is an integrated approach. The article highlights the importance of the development of this direction in the science and practice of pedagogy in overcoming such shortcomings as fragmentation, inconsistency, incompatibility, mechanical connection of some components, interruptions, as well as the application of an integrated approach in pedagogical theory and practice.*

Keywords: integration, theory, imagination, integration approach, technical, technological, psychological, pedagogical approach.

The Law of the Republic of Uzbekistan "On Education" gives teachers the following rights: "to protect their honor, dignity and business reputation; development and implementation of author's programs within the curriculum, development of teaching methods, as well as the use of relevant educational disciplines, courses, modules, creative activity; free choice and use of modern pedagogical forms, teaching and educational tools, methods; to demand the creation of the necessary conditions for them to carry out their professional activities, etc." ⁶².

Improving the skills and creativity of the teacher requires a sharp will, pedagogical and psychological knowledge, deep knowledge of their subject and high thinking, political literacy, reasoning. There are also special responsibilities for the moral character, intellectual potential and professionalism of teachers. The teacher is required to develop and implement educational programs, develop teaching methods, as well as use relevant teaching disciplines, courses, modules, be creative and apply an integrated approach in the classroom.

One of the promising areas for improving the education system is an integrated approach. The development of this direction is relevant in the science and practice of pedagogy in overcoming such shortcomings as fragmentation, inconsistency, inconsistency, mechanical connection of some components, interruption.

The theory of integration originally emerged as a philosophical theory. It then easily and quickly embraced many disciplines and became an interdisciplinary theory. Beginning in the late 80s, he began to be involved in the educational process.

⁶²Law of the Republic of Uzbekistan. About education. Tashkent, September 23, 2020, No. LRU-637.

Such attention to the theory of integration is explained by its possibilities. For example, in education, he does a variety of things. First, it can be used to narrow down and correct the content of science. Second, it can connect parts that are different from each other, giving the reader a complete picture of what they can know, events, and features. Third, integration can ensure the professional orientation of education. This is done by selecting the system-forming factor of the integral components.

Examining the experience of applying an integrated approach to various aspects of pedagogical theory and practice, we confirm that it can be used to develop professional pedagogical education. It is this type of education that implies the need to combine special technical-technological and psychological-pedagogical components of vocational training. The integration of specialized technical, technological and pedagogical knowledge and skills is defined as a principle of this type of education. The need for integration is determined by the professional functions that the teacher must have.

In philosophy, integration means the formation of a new system of scientific knowledge, in which individual elements have specific characteristics that are determined by the whole system. At the same time, opinions are expressed about the possibility of creating a system.

Interdisciplinary knowledge is manifested in the educational process.

a) as a result:

- the presence of integrated and complex disciplines in the curriculum;
- in the form of educational disciplines corresponding to complex scientific disciplines;
- in the form of integrated academic disciplines of knowledge from several scientific disciplines;

b) as a process:

- in the form of methods of formation of complex and integrated educational disciplines;
- in the form of integration mechanisms in the educational process.

The promising goal of integration in pedagogy is to form a complex system of knowledge through the creation of complex programs.

Integration in pedagogy is the result of the interdependence of processes, tools and objects. In this case, we use all aspects of integration: as a means of creating integration courses and as a process (a way to build integration courses) and as a result (integration courses themselves).

It should be noted that there are other interpretations of integration in pedagogy.

Pedagogical integration - in contrast to pedagogical integration, is considered as the highest form of expression of the goals, principles, content, forms of organization of the educational process aimed at activating the system of training future workers and engineers. The main directions of pedagogical integration are pedagogical and technical knowledge and technologicalization of pedagogy.

The complex nature of professional pedagogical activity, which requires special, technical, technological and pedagogical knowledge and skills, determines the essence of the problem of integrating network and pedagogical training in the training of teachers of vocational education. A systematic approach to solving it requires integration processes in all parts of the education system and its success.

The formation and development of the personality of future teachers of vocational education, as well as the provision of professional and pedagogical competence, important professional qualities of the individual, ie the formation of a single integrated course of all these components is a requirement of today. It should be noted that pedagogical knowledge needs to be adapted to the technical and modern conditions of a market economy.

The need to apply an integrated approach to various aspects of pedagogical theory and practice leads to the following advantages:

- 1) Simplicity of multiple approaches, different answers and solutions in solving pedagogical problems;
- 2) pedagogical expediency in the development of individual and collective tasks;
- 3) integration areas aimed at ensuring a high level of student activity;
- 4) to create a wide range of opportunities for a group of students studying in various specialties.

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