

Organization of the Educational Process on the Basis of Integrated Programs and Textbooks

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Annotatsion: This article talks about intersubject integration, its effective system of assimilation and ways to deepen intersubject communications in order to increase the effectiveness of education.

Key words: intersubject integration, effective system of assimilation, effectiveness of education, problem of integration, creativity

The Decree of the President of the Republic of Uzbekistan dated November 6, 2020 "On measures for the development of education and science in the new period of development of Uzbekistan" PP-4884 specifically mentions the development of the National Curriculum:

optimization of the basic curriculum and reduction of the total weekly workload by combining interrelated disciplines;

preparing students for the next life and giving them their knowledge and developing qualification requirements across classes that teach the practical application of skills;

ensuring continuity between curricula with full adherence to interdisciplinary interactions and periodicity across classes;

interdisciplinary interdependence and continuity between classes, with full adherence to periodicity. [1]

In recent years, 70 percent of developed countries have been working with integrated curricula and textbooks in the education system. Teaching subjects in accordance with the goals and objectives of education requires the improvement of its content and form. Primary education The state educational standards provide for the integration of the subjects "Mother Tongue", "Reading", "Mathematics", "Natural Science" into the field of education "Man and Society", as this field includes concepts related to a number of subjects. In primary education, the issue of

teaching subjects in the field of "Human and Society" on the basis of an integrated program is still one of the problems that need to be addressed.

“Given the effectiveness of the learning process through the organization of the educational process on the basis of integrative programs and textbooks, it is advisable to use different levels of integration:

- a) present the topics in sequence, focusing on completing the previous one;
- b) finding common ground in curricula and ensuring interdisciplinary coherence;
- c) systematization of knowledge and concepts to be mastered through related subjects using modular integration;
- g) interdisciplinary integration (ie, the achievement of a common goal by combining materials that are close in nature; the formation of the necessary skills and abilities) using a variety of texts, exercises, problems, "Mother tongue", "Reading", "Mathematics", "Science" ("The world around us"), "Fine Arts" ("Painting"), "Technology";
- d) presenting a combination of topics related to several subjects through the creation of integrative programs (for example: "Mother tongue", "Mathematics", "Etiquette", "Natural sciences", combining concepts related to subjects in the lessons "Reading", "Natural sciences") is emphasized by scientists ”[5].

As a result of the use of integrated technology, favorable conditions are created for the implementation of pedagogical, psychological educational goals; general didactic requirements are fulfilled in membership; saves student time and energy; excessive mental and physical stress is prevented, the effectiveness of training increases. Students will have the opportunity to master the necessary skills and abilities, concepts and knowledge in a comprehensive way as a result of combining the content of the subjects. [6] In particular, the content of the subjects "Mother tongue" and "Reading" is texts, poems, proverbs, exercises aimed at the formation of concepts of morality, speech, fine arts, communication culture, study of national and universal values, nature and society. , enriched on the basis of

stories, samples of works of art, there was no need for textbooks and manuals such as "Fundamentals of Economic Knowledge", "Constitution Lessons".

In modern education, scientists EV Bondarevskaya [4], IS Yakimanskaya, VV Serikov, NI Alekseev have developed a number of concepts of person-centered education. They proposed a variety of technologies that combined unique socio-pedagogical, didactic and psychological aspects. These technologies are used in education in Russia and other CIS countries. [3]

The integration of the content of the training material within a particular system of education is carried out in three stages (see Figure 1):

Interdisciplinary integration is the integration of concepts, knowledge and skills within individual subjects.

Interdisciplinary integration is the analysis of principles, concepts, and evidence and foundations of two or more subjects.

Trans-subject integration is a synthesis of the main and additional components of educational content [2]. (See Figure 1)(Figure 1)

Integration of curriculum content

	Integration levels	Integrated content technology and the unique nature of building the learning process
Interdisciplinary integration	Medium	<p>Vertical integration: A twisted (spiral) structure based on the principle of integrity, the content is gradually enriched with new information, relevance, interdependence and dependence.</p> <p>Specificity: The initial problem is not left out of the attention of students, but the knowledge associated with it expands, the balance of concepts becomes more complex, perception deepens.</p>
	High	<p>Horizontal integration: The content is constructed by merging harmonized concepts based on the magnification of topics that are close to each other.</p> <p>Specificity: In the philosophy of the unit of holistic assimilation, one possible subject is transferred to another subject information. In order to move from the information of the first subject to the information of the second subject, they are brought into a single subject state</p>

Interdisciplinary integration	Lower	<p>Interdisciplinary communication</p> <p>Horizontal integration: Linear structure; the subject of several subjects is combined into a single subject. As a common theme, a theme that is relevant and relevant to all subjects and can be interconnected is chosen</p> <p>Specificity: partial use of material from other disciplines; each subject, as an independent science, retains its goals, objectives and program; the structure of the lesson does not change; the topic can be revised based on the content of an integrated lesson based on a plan (e.g., the subject of two subjects becomes one major topic or the subject of both is retained), and the lesson can be enriched with new, additional materials.</p>
	Medium	<p>Vertical integration: a homework assignment from several subjects is combined and a dialogue is organized based on a dialogue, in which the philosophical teachings about the content, form, emotionality, morality and beauty of each subject are rounded up into a sculptural form. This dialogue can also serve as an "introductory lesson" or "introductory part" of the lessons to reinforce the topics covered throughout the week.</p> <p>The question-answer is carried out on the basis of a dialogue, combining several subjects, a pre-planned topic, a unique content, form, emotionality, spiritual-moral and aesthetic meaning - all combined into a single decisive basic concept. This idea can also be implemented in a few lessons.</p>
	High	<p>The content is done throughout the week as the leitmotif (single idea) of several lessons. The independence of disciplines will be violated, a single program will be created aimed at the integrity of the pedagogical system; the initial structure does not escape the attention of the issues</p> <p>Specificity: time is allocated differently (can be five minutes or more); a uniquely interesting method specific to the primary classes can be chosen to analyze the work, new interpretations, comparisons in new forms, comparisons, new associations, games can be organized.</p>
Trans-subjectintegration	High	<p>Horizontal integration: the integration of the content of primary education, which is organized in the second stage of integration, with the content of additional education.</p> <p>Specific feature:</p> <p>The essence of the analyzed subjects is multifaceted objects reflected in various basic and additional disciplines (in addition to the content of primary school subjects, the content of other disciplines can be used. For example, in the lesson "The world around us" "Physics" "Botany" or "Geography") all analyzers are included, resulting in the student's connection with the environment being expanded and strengthened.</p>

Interdisciplinary integration is the systematization of knowledge within a subject, the discovery of new laws, the integration of fragmentary information into a single system in the process of gaining a holistic view of the world as a whole. This type of integration involves a separate subject. The learning material is grouped into large blocks, resulting in a change in the content structure of the subject. In this case, the integrated content further increases the capacity of the information. As a result, the capacity of information has to be divided into separate categories.

Interdisciplinary integration - occurs when the laws, principles, theoretical aspects of one subject are applied in the study of another subject. In this type of integration, structured content reflects the world in the minds of students as a whole. This is reflected in interdisciplinary general scientific concepts, categories and approaches, resulting in the emergence of new knowledge. At the same time, students are provided with comprehensive knowledge. Interdisciplinary integration significantly enriches interdisciplinary integration.

In primary education, interdisciplinary relationships can be established depending on the content of scientific knowledge (fact-based, understandable).

The third type of integration is **trans-subject integration**, which has a high degree of interdependence, which poses a number of challenges in the preparation of integration lessons. Trans-subject integration refers to the integrated integration of the structure of the educational areas of primary education, including interdisciplinary integration, as well as additional education. In this case, the subject of analysis is the multifaceted objects that exist in various scientific disciplines. In this cognitive process, all practical processes, including all analyzers (visual, auditory, sensory, olfactory ...) are involved, which ensures the strength of the formation of conditioned connections in the child's knowledge of the surrounding reality [2].

An integrated approach in primary education also provides an opportunity to develop students' creative thinking skills. The composition of creative thinking influences the formation of the most vital and spiritual qualities for the student,

regardless of the field or profession in the future. Creativity in the reader gradually prepares the ground for creative ideas.

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