CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 05 Pages: 88-92
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

Journal Website: https://masterjournals.com/index.php/crjp

Research Article

PSYCHOLOGICAL AND PEDAGOGICAL BASES OF INTEGRATED EDUCATION OF SUBJECTS OF SECONDARY SCHOOLS

Submission Date: May 20, 2022, **Accepted Date:** May 25, 2022,
Published Date: May 30, 2022
Crossref doi: https://doi.org/10.37547/pedagogics-crjp-03-05-15

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ABSTRACT

In the article, the process of integration, which is expressed in the social, economic, political, information, cultural life of mankind, has become an important phenomenon in the field of pedagogical science.

KEYWORDS

Teaching, process, cognition, mastering, management, activity, Knowledge, Skills, Qualification, competence, goal, task, theory, idea, concept, exercise, statement, reflection, problem.

INTRODUCTION

Theoretical problems of integration in recent years our scientists: N.A.Muslimov, Yu.G'.Mahmudov, D.A.Mustafoeva, J.E.Usarov, V.A.Eshmirzaeva and Purchases of CIS countries: N. M. Anisimov, N. S. Antonov, V. S. Bezrukova, M. N. Berulava

At the beginning of the XXI century, global problems that were relevant to mankind arose, it would be possible to solve them only by synthesizing knowledge. No, it's not.M.According to Lotman, "the current stage of scientific thinking is growing increasingly with the desire to consider not only

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individual, isolated phenomena of life, but also huge units."

Since the upbringing of a multicultural person implies the integration of scientific disciplines, its application to the process of school education is pedagogically purposeful, especially in adolescence and youth, the holistic landscape of the world is formed. The issues of creation and use of integrated courses in the humanitarian and Natural Sciences aroused the interest of scientists. It is worth noting that the introduction of integrated programs into school practice significantly reduces the learning loadtiradi, intelligently distributes the learning time, eliminates excessive repetition of the material, provides for the consideration, understanding and generalization of the same facts and phenomena from different points of view. In contrast to the lesson in which effective forms of innovation and new technologies of teaching are used izlash science aloq communication, the content and content organization lead to increased interest in the problems of integrated lesson which are different. S. A. Leonov said that " integration is the consideration of the views of representatives of different sciences with the help of different types of art, in unity and integrity of the subject. In the integrated lesson, information about various sciences and arts not only complement each other, but also form a certain complex, necessary for the perception of the subject as a whole.

The history of the development of methodological science is evidenced by the evolution of the idea of integration of Science: from integrated education to science relations and from them to the integration of Sciences. Modern researchers pay special attention to the areas of implementation of integrative relations, which allows the school to implement the concept of a cultural approach to the teaching of humanitarian Sciences (g. I. Belenky, N. A. Belova, Yu. N. Berezin, T. F. Brace, B. X. Pikalov and others).

The integration of literature and historical sciences is a comprehensive direction for researchers. Since many works that animate the pictures of the past of our country are being studied in secondary school, the establishment of relations between these subjects is inevitable. Theoretical understanding and practical issues implementation of integration of literature and historical science yu. N. Berezin, R. N. Goryacheva, A. E. Zoev and yu. Lukash, G. P. Petrova, E. M. Prishchepa, L. N. Savina, E. A. Skalskaya, B. M. He composed his own expression in the works of Sokolov and others.

Within the framework of the topic we are studying, M. S. Emelyanov's thesis" the role of integration in the teaching of literature and historical sciences in school " is relevant in the consideration of the process of integration of these two disciplines and the emergence of a holistic genre (khronika). M. S. Emelyanov paid special attention to classical works, and thanks to them there was an interest in history and noted the emergence of historical works, historical and artistic works. As a rule, the authors of most stylistic works devoted to the integration of literature and history, consider the general legalities of this process or analyze the experience of conducting integrated lessons, mainly in the 9-10-th grades, in our opinion, this process was not given enough attention. The final stage of literature education (we note that it is worthwhile to talk about the use of science-related links in 5-8-th grades).

The practice of teaching in the school shows that, despite the fact that the course of literature in secondary schools is studied on a historical and literary basis, graduates are not always able to establish a natural relationship between the literary

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phenomena and the historical context, although their closest interaction is obvious, the evolutionary process of both Sciences is confirmed. The emergence of problems is associated with the formation of a single historical-literary sphere among students of the 11th grade.

These are determined for a number of reasons: firstly, the content of the methodology for conducting integrated lessons at the final stage of the study of literature and the basics of composition; secondly, in the process of preparing and conducting such lessons, there is no system of techniques aimed at comprehensively assessing the creative, communicative and speech activity of students; thirdly, the process of integration; secondary, holistic education, as a rule, is planned in the classes of the humanities, the system developed by US is carried out at the basic stage of literary education. All of the above means that the topic is relevant.

Integration science is considered as the highest stage of development and implementation of relations, the main concepts related to the process of formation of a single sphere of integration among students (integration in science, pedagogical integration, integration in Education, Science-Based Relations, science-based integration, holistic course, integrated course): theoretical, methodological, psychological-pedagogical and methodological features of the implementation of Science-Based Relations in the practice determined.

"Psychological and pedagogical foundations of the integration process in school education" modern education makonida didactic conditions and psychological features of the implementation of this process are considered. It is worth noting that the process of integration, which has its expression in the social, economic, political, information, cultural life of mankind, has become an important phenomenon of pedagogical science. Different dictionaries (encyclopedic, philosophical, foreign words, etc.), define the concept of "integration". The processes of integration and differentiation are those in which the human cognition does not exist together, do not come together, but are manifested by one and the other, are mutually conditional, predict each other and have two tendencies at the same time. Negation of each other, however, the ratio is that these processes are changeable and moving, that is, at different stages of the development of scientific knowledge, one of them can prevail. The modern stage is characterized by the predominance of integration, although the differentiation is undoubtedly present, but the meaning is expressed differently: if earlier the emergence of new Sciences was carried out by the differentiation of knowledge, now they are, in principle, the result of integration.

Pedagogical integration refers to the "implementation of the process and result of combining knowledge, methods of cognition and activity on a certain basis, which contributes to the comprehensive consideration of the problems being studied, perception of the surrounding world and quality changes in the educational process". Scientists define the following indicators of pedagogical integration: dialogic, disproportionate, multidimensional, ideological, flexible and controllable.

Speaking about the didactic aspect of pedagogical integration, we note that in this case it manifests itself in two main forms: in the subject (subject centralization, traditional education) and in the subject. Integration in science includes the development and concentration of programs in science, subject and calendar, the planning,

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generalization of the material under study in this science, the achievement of the unity of the educational process (the acquisition of knowledge and the acquisition of skills, the achievement of understanding and the development of skills). Sciencelararo integration leads to the emergence of a new organizational didactic unit - "holistic educational space", built taking into account the didactic, gnoseological and psychological characteristics of the educational process.

The gnoseological principle of pedagogical integration implies the assimilation by students of the main methods of scientific knowledge — analysis, synthesis, comparison, generalization and abstraction. Psychologist V. V.Davidov believes that a meaningful abstraction and generalization one is the two tamans of this tune. Based on this concept, it can be noted that the child, as a subject of the educational and cognitive process, moves from categories mavhum to specific observations and conclusions, repeating the logic of scientific knowledge.E.N.Kabanova-Meller believes that generalization as a process of thinking involves the following forms:

1) comparison of given objects;
2) in each of them, distinguish common features for all;
3) combining objects by signs

If we design this series into the process of sciencelararo integration, then we get the stages of its formation: initially, the necessary materials of several sciences are considered and compared, then the general characteristic of each science is distinguished and, finally, the data obtained is systematized and a single set of knowledge-concepts is formed.

Psychologists note that generalization in the process of integration allows at any time to exclude the already established relations of the object (phenomenon) and intelligently introduce it into new relationships according to the given purpose. Synthesized images are a relatively independent form of thinking, dynamism, operational knowledge that gives mobility, which, in turn, ensures the integrity of mental activity. L. S. Vigotsky, P.Y. Galperin, N. F.Talizins in the theory of the gradual formation of psychic movements is considered one of the features of any movement.

This is an active process, in which the determining condition is the type of guiding basis of human activity. For the formation of generalized knowledge and actions, it is first necessary to introduce into the activity from the very beginning something General, important, which is the basis of all individual events. In this case, each private event immediately acts as a general, significant manifestation and serves to assimilate it.

Representatives of the associative-reflex theory (D. N. Bogoyavlensky, N.A.Menchinskaya, P. A.Shevarev, Y.A.Samarin) approach to the opening of the legislation of the educational process in a specific way. N. A. Belova noted that many researchers attach great importance to the mobility of the associations, that is, the ability of the students to reconstruct their system of associations, to summarize the new associative series with those who have already been studied. This important analytical work develops in students the ability to combine and generalize individual, previously distinct features of interrelated concepts.

In the implementation of interdisciplinary integration in the educational process, it is necessary to take into account the age characteristics of schoolchildren, in our case, students of secondary schools.

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According to the periodicity of mental development of D.B. Elkonin, taking into account the psychological characteristics of adolescence, the teacher should carefully select information for interdisciplinary integration, keeping in mind that during this period the moral ideals of the individual are formed. Mental, verbal, communicative, scientific, artistic and aesthetic activities play an important role in integrated education. Integration helps to activate students 'creative abilities, and creativity can take many forms throughout an integrated lesson.

In order to plan an integrated lesson correctly and rationally, which is more complex in its content and form than a traditional lesson and requires the student to take a synthetic approach to the topic or event under consideration, the teacher must first focus on that topic.

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