



FACTORS THAT INCREASE THE EFFECTIVENESS OF INTEGRATED LESSONS

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Annotation

An integrated course in mathematics, preparation for teaching the elements of arithmetic, algebra and geometry, as well as the basics of algebra and geometry, labor education, which allows you to master the arithmetic material.

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It is important to first determine which courses are appropriate for integration. The contribution of such lessons is the closeness and logical connection of the content of the main topics of different disciplines. Literacy classes (teaching reading and writing). Integrated lessons. An integrated course from the beginning is extracurricular learning. Here is the whole process:

- a) improving the reading skills acquired in reading lessons as a method of reading;
- b) work on the text;
- c) selection of books, such as sorting the circle of interlocutors.

An integrated course in mathematics, preparation for teaching the basics of arithmetic, algebra and geometry elements, as well as algebra and geometry, labor education, which allows to master the arithmetic material. An integrated course from the beginning is natural science (principles of natural science, geography). In addition to the above courses, which are integrated from the beginning, the following disciplines can be combined: reading - Russian, reading - natural sciences, reading - fine arts, reading - music, natural sciences - mathematics, natural sciences - labor education, mathematics - labor education, mathematics - physical education.

Integration in the didactic system on an interdisciplinary basis implies the compatibility of teacher (teaching) and student (learning) actions. Both workability have a common structure: goals, reasons, content, tools, inputs, controls. However, there is a difference in the content of teacher and student services.

1. At the target stage, the teacher sets a common goal. Under the guidance of a teacher, students need to understand interdisciplinary relationships, select the necessary



knowledge from a variety of subjects, so that they can focus their attention not only on general knowledge, but also on the development of personality traits, abilities and passions. they need to focus.

2. In the affirmation phase, the teacher encourages students to generalize their knowledge and understanding of different subjects. Students mobilize their freedom to take an interest in knowledge that expands their worldview.

3. In the content phase of the activity, the teacher introduces new learning material, while integrating basic knowledge from other subjects at the level of integration evidence, concepts, problem sets. Students master the general concept, issues at the level of general knowledge.

4. At the stage of selection of textbooks, the teacher uses a variety of visual aids, textbooks, tables, systematic questions, structural tasks, as well as students to solve the problems of transfer, generalization, integration, integration. They do it with the help of demonstrative weapons.

5. The next step is the result. The teacher uses pedagogical knowledge to implement integration for the purpose of teaching, development, upbringing. The student practices generalization in the knowledge system.

6. At the control stage, the teacher assesses, monitors, evaluates the readiness of students for interrelated subjects. Students will be able to assess their own knowledge and monitor their ability to summarize themselves in a variety of subjects.

Experience has shown that the methods and tools that help to implement an integrated approach include:

1. Heuristic conversations;
2. General conversations;
3. Excursions;
4. Observations of native language, science lessons, creative works written for the development of speech on the basis of materials of works of art;
5. Demonstration, methods of education;
6. Independent work;
7. Oral drawing in reading and mathematics lessons;
8. Signs, symbolic appearances (pantomimes);
9. Visual and expressive reading of some pictures of nature in science lessons;
10. Writing dictations, texts related to natural sciences in native language lessons (repeating spellings of the same class);



11. Solving mathematical problems on the basis of local lore, etc.

The introduction of an integrated system of education, which is politically insufficient and complements it, has become a program for the education of young entrepreneurs with a holistic outlook, the ability to independently organize their knowledge and non-traditional approach to solving various problems. 'helps more than basically.

What is the essence of integrating education? The concept of "integration" in education has two meanings:

1. To form in the student positive thoughts about the world around him (here integration is seen as a goal of education).
2. Finding a common platform for the creation of subject knowledge (where integration is an educational tool) The purpose of integration education is not to provide knowledge that shows the interdependence of individual parts of the universe, but to create a holistic world in which the elements of existence are interconnected. it is necessary to teach the embodiment in the imagination from the first steps. It is necessary to achieve this goal in primary school. Integration is a means of accepting new ideas within the boundaries of subject knowledge. First of all, it is necessary to fill in the gaps between the stratified knowledge, to establish connections between them.

It is aimed at increasing the knowledge of the learner, renewing the narrow specialization in education. At the same time, it is not necessary to replace the special reading subjects of integrated education, it is only necessary to generalize the acquired knowledge into a single system. The difficult aspect of the process is the dynamic development of integration from the beginning to the end of education. If in the beginning it was necessary to "know a little about everything", then it is necessary to generalize the scattered knowledge and skills, and in the end it is necessary to "know everything about a little". I.e. it is a new level of integration specialization.

General pedagogical innovation is a constant general innovation of the system, the process of coordinating its learning process - the process of gathering the most convenient out of a large number of opportunities. It is possible to work in such a complex, dynamic, multi-level, near-chic pedagogical system. Alternatives, therefore, have a targeted way of organizing j flow and reading learning activities together. But only one of them may be right for the specific situation. Finding it is the main task of coordination. This task is solved by comparing possible alternatives and evaluating other available options. Coordination means the degree to which the pedagogical



system is appropriate for the purposes for which it is designed. The conformity achieved for one condition is never consistent with other conditions. Therefore, the concept of similarity requires precision. Coordination cannot be general, it can only be obtained by comparing the specified distance. At the same time, it is necessary to determine with clear ideas what purpose the pedagogical system should be coordinated with, and what single indicators should be consistent with the set goal.

Methodological methods of coordination are a systematic approach that requires the study of all components of the pedagogical process, their interaction, the management of complex dynamic systems together, based on a common theory. Coordination by philosophical categories is based on "boundary", "measurement". It contradicts the hyperbolization of one or another of the founders of the pedagogical system, raising or lowering the complexity of teaching the image of fitness for work, which requires a limited choice of the appropriate to see them.

The main methodological methods of coordinating the pedagogical system are:

- Coordination management mode covers the entire system.
- Relying on the whole system of laws of the educational process in choosing the optimal alternative.
- Continuous identification of all coordination capabilities by the system components.
- Further coordination issues are seen as a constantly evolving innovative process that supports more advanced technologies in solving problems.

It should be noted that, on the one hand, coordination means that the pedagogical process agrees with the existing conditions, on the other hand, it requires the creation of new conditions and the adaptation of the pedagogical process to it. There is no contradiction here, because these two processes are interconnected. If we adapt to the conditions today, it has to do with a situation that is not relevant to us. But the educator always strives to coordinate them for success.

In the last decade, the philosophy of education has been such a scientific direction that it offers an answer to the question of the development of an integrated intellect in the process of human learning. The general development of a person in the process of learning is flawed in terms of the subject content of education. Contradictions in the context of young development in education are identified by practicing educators.

Their proposal for integration in science teaching is external in nature, and the integration of disciplines needs to be based on a clear methodology.



In the content of the newly developing science there is a possibility of a combination of ideas and methods that have emerged in different philosophical currents. It is being mastered by the philosophy of education not only naturally but also compulsorily.

Scholars T. Kun and S. Styopin combine the sciences of people and culture close to one another through their work in this area. Thus, physics has become an advanced science, the models of which appeal to the modern human mind. XX century

In the mid-39s, cybernetics took its place among the advanced sciences. The interaction of the principles mastered in cybernetics has been found in biology and technology in the explanation of phenomena in the inorganic world. N. Bohr's auxiliary principle in nonclassical physics was previously common by scientists. This laid the foundation for the subsequent development of other sciences. By the time the set of laws is formed, science will become more multidisciplinary, and the human image will become more embodied. There is a need to intensify the process of integration, to look for categories of culture that organize the human experience. The key elements of integration offered by modern philosophy are the universals of the worldview. They define the way a person understands, comprehends, and sees the world.

In the content of education divided into sections, universals must cover the laws of its existence. The importance of the integration of universals will be reflected in all aspects of culture. With their help, the experience of culture and society is passed from person to person, from one generation to another. The universality of culture is reflected in this model as an element of the structure of the human mind. The content of the universality of culture must be mastered by the individual in the process of his education, in his individual formation, in his upbringing, and in his life in society. They serve as the building block of his inner intellectual potential and behavior in the external world. The connection between the world of consciousness and the constituent world, depending on the level of development of philosophy, is reflected in metaphorical thinking in that case.

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