INTEGRATION IN EDUCATION

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Abstract
This article provides information about the main tasks of integrating academic disciplines into the educational process, the content of the integration of academic disciplines, development history, determining the forms, methods and means of integration, its future prospects.
Keywords: Integratsiya, ta’lim, fan, shakl, usul, vosita, o’quv fanlari.
Within the framework of a joint project of the Ministry of Public Education of the Republic of Uzbekistan and the Asian Development Bank on integrated education, it is necessary to combine different subjects into a single pedagogical-psychological, harmonious, to form a sense of interconnectedness and interdependence in children.
As you know, integration is the process by which individual parts come together. The main task in the integration of educational disciplines in the educational process is to ensure the mutual unity of tasks, first of all, to determine the purpose, method, form, tools and observed results.
At present, the main task is to determine the content of the integration of educational disciplines, the history of its development, the forms, methods and means of integration of disciplines, to determine its future prospects.
It is known that the word "science" means "knowledge" in Latin. In this sense, science is understood as a systematic unit of knowledge, both past and present.
Science is an important part of spiritual culture, the highest form of humanity, a system of knowledge achieved through appropriate methods, clearly stated, the authenticity of which is proven in the experience of the social sphere. So integration is the joining of individual parts together.
The integration of education increases students' enthusiasm, interest in learning subjects, increases the level of knowledge in academic subjects, develops their mental activity, ensures that learning materials are interconnected, naturally interconnected. In the classroom, students develop conscious interest activities, the ability to think independently; they have a personal attitude to the subject, a sense of creativity. In an integrated lesson, educational integration is also carried out as a whole.
Important aspects of the integration of educational content are to be addressed at the level of pedagogical theory and practice. The Republic of Uzbekistan has created integrated programs in primary education, fine arts, natural sciences. important communicative communication processes are gaining relevance around the world. Integrative types and technologies of teaching, such as integrative teaching, teaching materials, harmonized, contextual, critical teaching, are being rapidly introduced. Certain steps are being taken in the field of scientific pedagogical integration.

There is a rich experience of studying the problems of integration in the pedagogy of our country and the world. Since the 90s, the country has been in the process of transition to individual integrative pedagogical research.

To date, there are some models of the content of integrated educational disciplines, the parameters of pedagogical integration. But the integration of educational content has not been the object of special fundamental research to date. Although the process of integrating the content of academic disciplines has been relevant for a long time, the structure of integrative courses, their functions and mechanisms have not been defined.

In integrating the content of academic disciplines, it is important to distinguish the following:

1. One of the types of integration is modular integration, which serves to ensure the consistency of the proposed workload. From this point of view, the integration of knowledge and concepts in the content of education provides the intersection of different subjects.

2. The integrated learning process plays an important role in providing students with the knowledge and concepts that form the basis of the content of education as a whole. As a result of the integration of knowledge and concepts in different educational disciplines, there is an opportunity to create different types of curricula. This, in turn, helps to effectively organize the learning process. This suggests that integrated knowledge is manifested in the harmony of concepts, at the level of systems in its purest form.

While integration is manifested as a synthesis of knowledge and concepts within the subject of education, it also integrates knowledge in the socio-cultural field.

Classification of integrative education.

To eliminate and simplify the continuation of the system of teaching the natural sciences, many authors offer generalized courses (lessons) for the humanities. These include elementary science courses (for example, “Natural Science” in the primary grades) that provide general insights, stimulate children's interest in learning the natural sciences, and tell stories about nature in an interesting way.

Courses based on border sciences.

The process of broad integration leads to the formation of new natural sciences and scientific directions that link previous scientific directions.

Observing environmental education in the primary grades, reading, science, labor (working with natural materials), and painting seem to have included environmental topics. Closely related disciplines include molecular biology, biophysics, geophysics, biochemistry, astrophysics, and astrochemistry. On the basis of these disciplines the school integrative natural sciences are formed.

Courses based on basic sciences.

It is based on the basic sciences that cover each section of modern knowledge. Among them are pedagogy, pedagogical technology, pedagogical psychology, human age psychology, pedagogical psychology, which studies the development of science, the study of the relationship of science to other human life processes: cybernetics, communication and information processing : Informatics, which studies the structure and properties of information, its role in the formation of personality. The application of synergetics to the study of the relationships of systems, which is a scientific direction in various processes of human life. The content of integrative courses in this class is based on the meaning and structure of these subjects.

Courses based on general scientific concepts, laws, theories.

On this basis, the idea of creating integrative courses gives good results. Concepts with a high degree of generality among the authors are widely used: "matter", "motion", "matter", "field", "energy" and others. Among the laws was the law of conservation of productive nature, the development of people as a result of their work activities, and a sensitive view of nature.

Basic natural science theories serve as the basis for creating an integrative course between theories. It is noteworthy that, although there have been many attempts to create integrative courses on this basis, they are characterized by the fact that they are not intertwined and do not have a certain sequence, didactic purpose.

Based on complex objects.

Examples of complex objects that form the basis of an integrative course are the Earth, the biosphere, man and his habitat. In the same topics of these courses, an object is viewed from different scientific perspectives. This kind of integration was used in the education system in the 1920s. Later it was abolished, but in our time, it can be said, it was reborn. In our view, to a certain extent it has a good effect on the teaching of the natural sciences.

Based on various problems.

Attempts to implement integrative courses based on various local (local) and global problems are common. It uses a combination of natural scientific knowledge based on problems. Integrative courses in this class (mainly environmental-related courses) are common in school activities.

The development of global education has also contributed to the development of problem-based integrated courses.

Proponents of this trend have argued that the development of the modern person today is strongly influenced by the global factor, which arises from the integral interdependence of the economy, science, politics, spirituality of the country and nations.

Based on activity.

When learning the basics of the natural sciences, students are confronted with a variety of educational activities, such as working with books, making observations, conducting experiments, and systematizing the knowledge gained. It seems appropriate to create a whole course that introduces students to one type of activity. It can be useful at any time of the teaching process and helps to teach the natural sciences, even on a small scale, to solve the problem of excessive effort of students, to develop independent learning skills. Creating integrative courses in this classroom and applying them to the learning process is important today.

Above is a list of the main classes of integrative courses created to date. But there can also be a number of shortcomings in the process of integrating academic disciplines.

First, the ways of creating the natural integrative courses mentioned often overlap and apply together, making it difficult to create new foundations, to organize them, to create a scientific basis.

Second, integrative courses cannot replace interdisciplinary communication.

Third, the optimal structure of natural science education is such that integrative courses become part of the changing curriculum and are its regional component.

Fourth, the lack of comprehensive training manuals creates difficulties in the implementation of integrative courses in the educational process. Their authors stop after they have developed a program and developed general guidelines.

Fifth, a system of planned and targeted teacher training for integrative courses has not yet been developed.

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