

PEDAGOGICAL INNOVATION AND INTEGRATION IN THE EDUCATIONAL PROCESS OF PRIMARY EDUCATION

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ABSTRACT:

This article describes the role of pedagogical innovation and integration in the educational process of primary education.

KEYWORDS: innovation, integration, leading specialist, student personality, interdisciplinary connection, educational efficiency, development

INTRODUCTION:

Awareness of modern teachers of the essence of modern educational technologies and their effective use in the educational process, as well as a relatively creative approach to the organization of the educational process will help to develop a comprehensively developed spiritually mature youth and make them competitive. laid the foundation for their development into leading specialists.

In the general secondary education system of continuing education of the Republic of Uzbekistan, "regular education of students in the basics of science is based on the need for them to acquire knowledge, basic educational, scientific and cultural knowledge, national and universal values. development of moral and ethical qualities, work skills, creative thinking and conscious attitude to the environment and career choice.

Today, interactive education is increasingly used in the practice of the education system of developed countries. Therefore, in order to solve this problem, we need to study and analyze the views of great

educators in the study of the process of innovation and integration.

As the great educator Jan Amos Comenius put it: "Everything that is interconnected must be studied in the same way." The idea of interdisciplinary connection was later approached by many educators, who contributed to its development and generalization.

According to J. Locke: "In determining the content of education, one subject should be supplemented with elements and facts of other disciplines."

In his didactic article, IV Pestalotsii elaborates on the issue of interdependence in textbooks: Pestalotsii argues that the distance of one science from another is even dangerous.

On the psycho-pedagogical nature and psychological-pedagogical relationship of didactic influence in the pedagogy of the past, KDUshinsky says: "Knowledge and ideas communicated by any science are given to the world and life in a broad and enlightened way it is necessary ". KD Ushinsky had a great influence on the development of the theory of interdisciplinary connection.

According to scientists, in pedagogy, membership, interdisciplinary, interdependence are interpreted at the level of integrative connection. Membership means that the acquired knowledge, skills and abilities are gradually expanded, deepened and perfected. Interdisciplinary connection is a broad concept in its essence, which implies a comprehensive disclosure of various aspects

and features of the object under study. Interrelationship is, in essence, the relationship between two subjects, that is, the application of knowledge and methods of action in the first subject in the second, and vice versa. Integrative communication is a relatively high level of communication, which differs from the previous ones in that it is purposefully included in the curriculum and, of course, requires its provision. As a result, a systematic perfect knowledge of the object allows the formation of methods of work.

Integrated lessons teach children to understand the nature of unity in the worldview, the coherence of events. It should be noted that the integration of lessons in primary school is poorly developed. The problem of integration is still one of the most controversial among our scientists, as the various views and opinions are not contradictory and integral. The development of the theory of the application of integration in the teaching process is the development of scientific and pedagogical concepts, the main and most important. Integration is inextricably linked with differentiation. This coherence is evident in the fact that students build a system of aspirations to understand what they are learning.

Integration is the convergence and interdependence of disciplines during the differential process. The process of integration is a new, high-quality link between the disciplines, which manifests itself in a high way. It should be noted that the foundations of the integration process are based on folk pedagogy and scientific pedagogy of the distant past. Integration is an interdisciplinary relationship. The foundations of interdisciplinary connection arose from the need to fully demonstrate and explain nature in textbooks.

The great modern pedagogue Jeff Halsted in his book "Management of New Pedagogy" focuses on the current problems of

teaching, which are important in his scientific comments entitled "Six principles that radically change the teaching process": "... if teachers want students to grow, they need to provide them with enough nourishing experience to learn. If students understand the norm for success, if they receive individual advice on their strengths and weaknesses, if they feel supportive of the next step in education, students will become mature adults."

Jeff Halsted continued, "... If students are interested in and understand the previous lesson, they will work harder in the next lesson. The primary task of the mobilization, engagement, and assessment stages is to focus on students' need for past knowledge.

Remember the words of Pascal, the great French philosopher, mathematician and physicist: "People often follow what they understand with their desires and perceptions, not with the ideas of others." Think about the most precious impressions of life. Are they lessons based on advice from others, or lessons learned from experience, knowledge, and wisdom in person?

There is an opportunity to remember more in the learning process, which involves active participation. In this case, students think for themselves, conduct research and understand.

In addition, problem-solving skills are important. Students usually get their first idea of the world from the teacher. Using problem-solving methods means solving lifelong problems.

The purpose of creating meaning is to apply the method of research, discovery, and differentiation through the same process."

In the primary education system, teachers have a very responsible and difficult task. It is a question of teaching children, who are just entering school for the first time, not only to read, write, draw, think independently, but also to develop their personality, interests

and abilities, taking into account their age and individual characteristics. There are also. Therefore, primary school teachers need to understand from the first grade what direction their children are interested in and their abilities, and in the later stages to direct them in this direction. For example, there are children who are interested in mathematics or in their native language and literature, and most children are stronger in drawing, English and other subjects. However, due to the insufficient development of professional competence of teachers, talented students are not identified in time and their interests and aspirations may be extinguished. This issue is an important issue in the process of educating the next generation.

A.Khalikov, one of the modern pedagogical scientists, in the textbook "Pedagogical skills" set the following requirements for the duties and responsibilities of teachers in the field of professional competence:

"A modern teacher, in addition to knowledge of his specialty, has pedagogical and psychological knowledge, as well as specialized knowledge in various fields, professional training, high moral qualities, working in educational institutions. is the provider.

Teachers should keep in mind that in communicating with students, parents, and colleagues, it is important that they express themselves clearly and concisely. In dealing with them, they should not start by quoting evidence of negativity, but by acknowledging the success of students (or colleagues, parents) and expressing confidence in their further enrichment. In the process of communication, the teacher's words should show kindness, sincerity, friendliness and good mood to the interlocutor.

A teacher's image that meets these requirements ensures that he or she gains a

reputation among students, colleagues and parents."

Under the influence of the above analysis, we know that in addition to a thorough knowledge of their subject, each teacher must have new knowledge and information in other disciplines. Primary school teachers, mastering the psyche of students within the framework of pedagogical and psychological requirements, treat each student as an individual, solve the problem of mastering the lesson, the formation of skills and abilities at the required level. There is a problem to be solved. The development and application of advanced pedagogical technologies, innovations and integrated lessons in the teaching and learning process, which is a requirement of the time, is also an urgent problem.

The educational process requires from every teacher and educator great intelligence, patience, high love for students and their profession. The teacher must be constantly inquisitive, knowledgeable and experienced, have a deep understanding of students, be able to understand their inner world, monitor their growth and development, and help with words, deeds or actions when needed. Ability to receive is one of the factors that ensure the success of the educational process. In this regard, the application of pedagogical innovation and integration in primary education today can lead to the following results:

First, in the context of globalization of education, it is necessary to use interdisciplinary integration. Educational institutions based on the principle of interdisciplinary membership should be applied to the educational process.

Second, the principle of interdisciplinary coherence ensures the full mastery of complex aspects of interdisciplinary interdisciplinary relations, the penetration of knowledge into

the internal essence, as a result of which the various systems are interconnected, integrative integrity.

Third, the implementation of interdisciplinary links in the learning process has a strong impact on the quality of education.

Fourth - modernization of education, expansion of opportunities for innovative teaching.

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