IN IMPARTING HUMANE EDUCATION USE OF INTEGRATED TECHNOLOGU

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ANNOTATION:

The introductory part of the article describes the work done on the topic, the basis for its selection and relevance. There is a reaction to the research of our republic, the Commonwealth of Independent States and foreign scientists on the subject. Methodological possibilities of teaching humanities education on the basis of integrated educational technology in language education in primary, secondary and academic lyceums are shown, and scientifically based conclusions and recommendations are given.

Basic Expressions: humanities education, integration, pedagogy of cooperation, integrated lesson structure, linking language education to other disciplines, humanization of the educational process.

INTRODUCTION

Today, a number of scientific studies are being conducted around the world on the use of integrative pedagogy in improving the quality and effectiveness of education, the application of humanism in the teaching process. R.Mavlonova, R.Safarova, E.Turdikulov, M.Mirkasimova, A.Musurmonov, P.Musayev, A.Ch.Choriyev, H.A.Abdurahmanova, R.Burhanov on the issues of interdisciplinary communication and organization of integrated educational processes in the Republic , T.Nuriddinov, T.Dayanayeva, A.Salomov, Y.Haydarov, B.Husanov, M.Ashirova, Sh.Yusupova carried out research work. In this research, various directions and principles of interdisciplinary communication, their application in the learning process in the development of certain disciplines, the requirements for the content of education on the basis of interdisciplinary communication are studied scientifically and practically. In the textbooks and manuals created by K. Yuldashev for general secondary schools, B. Tokhliyev textbook "Methods of teaching literature" [5], R.A Mavlonova and N. Kh. Rahmonkulova "Integrated pedagogy of primary education", "Primary education" in the textbook "Pedagogy, innovation and integration of education" [6]; In the monograph created by K.Husanbayeva [7] and in a number of other scientific and methodical articles of scientists and creative teachers, in a number of articles of advanced teachers in journals such as "Primary education", "People's education", "Continuing education", "Language and literature education" a certain amount of attention has been paid to this issue.

Scientists of the Commonwealth of Independent States (CIS) A.Usmanova, N.Grishchenko, T.Chijova, T.Jukova, N.Pankova, N.Bogoyavlensky, M.Lvov, T.Ramzayeva, S.Yurtayev, N.Algazina, N.Pertseva The research explores the use of collaborative learning technologies in improving the effectiveness of primary (Russian) language lessons in primary school, understanding and mastering grammatical concepts. The integration of educational content, interdisciplinary relevance and classification of these concepts are also being actively studied by Russian scholars. A number of theoretical and practical approaches are reflected in the research work of such scientists as I.V Koshkina [8], E.N Potapova [9], G.I Kolpakova [10].

The work of foreign scholars J.Gilbert, F.Cochran, J.Deruiter, R.E.Maeder, J.W.Gray, M.L.Dejong, M.Trott, R.J.Gaylord highlights the advantages and opportunities of using integrative learning technologies.

To date, a number of scientific studies have been conducted on the use of integrated technology, but the problem of the use of integrated technology in the teaching of humanities in language education has not been specifically studied. This article demonstrates the methodological capabilities of integrated educational technology in humanities education and provides science-based suggestions and recommendations.

Humanization means the inclusion of social sciences (history, cultural studies, sociology, psychology, philology, etc.) in the list of disciplines studied in educational institutions, and the concept of humanization means a positive approach to the individual and his activities. In other words, humanism is a process of organizing activities based on respect for the human factor, its dignity, honor, rights and duties in the process of relations between man and society. "Is a process of activity based on the idea of.

In recent years, Uzbekistan has also adopted a number of normative and legal acts aimed at the priority development of science and state support. [1,2]
There is a special need to clarify the methodological mechanisms for the use of integrated educational technologies, to improve the pedagogical conditions for the organization and conduct of integrated training. The Action Strategy for the further development of the Republic of Uzbekistan identifies such important tasks as "Support and realization of the creative and intellectual potential of the younger generation, the formation of a healthy lifestyle among children and youth" [3]. This requires the definition of the content, didactic and methodological requirements, forms of organizational activity, the use of integrated teaching technologies to increase the effectiveness of education.

As stated in Annex 5 to the Resolution of the Cabinet of Ministers No. 187 of April 6, 2017, "Education should be aimed at ensuring the connection between everyday life and practice, the formation of skills to apply knowledge in practice, ensuring an integral connection with other disciplines" [4]. Radical improvement of the quality of general secondary education on the basis of the set tasks, the use of interdisciplinary interconnectedness and integrated approach in the organization of in-depth study of important and high-demand subjects: foreign languages, computer science, mathematics, physics, chemistry and biology is a guarantee of education quality. Also, the subjects taught in general secondary schools have their own specific function. The role of native language and literature in the development of students' speaking skills, mathematics in achieving mental maturity, physical education in physical fitness, natural sciences in love of nature, drawing and drawing in the development of creative skills and graphic knowledge is invaluable.

Integration - 1) interdependence of educational disciplines; 2) derived from the Latin word "integratio", to reconstruct, restore, replenish; "Integr" means complete, whole. [11]
Integration also means organic merging with each other, mutual assimilation, merging with each other to form a new, single, stable generalized - holistic idea. [12] Researcher B.S. Abdullayeva also divides interdisciplinary connections into the following types: 1) meaningful; 2) operation; 3) methodical; 4) organizational. [13] As B.Abdullayeva noted, skills and abilities form the educational process through thinking operations.

It is known that since the announcement of the "National Training Program", the number of subjects in the curriculum has exceeded 20 in academic lyceums. Increasing the amount of academic subjects, of course, does not always yield positive results. Because today's modern technology requires not only the pursuit of numbers, but also qualitative changes. In this regard, it is necessary to rely on the experience of developed countries. 70% of them use integrated curricula and textbooks in the education system. In particular, in the UK education system, mainly integrated subjects are introduced, while in Korea and Switzerland, integrated subjects are taught, in Hungary, cultural subjects are taught, and in Ireland, science and technology are taught in blocks. [14]

A.Gulamov and H.Nematov noted that it is necessary to be able to acquaint students with the methods of speech, using information from other disciplines. Students should study the artistic style of literature, the scientific style of biology, chemistry, physics, mathematics, the style of working papers on the basis of materials from the basics of law. [15]

The use of integrated technologies in the educational process requires, first of all, the humanization of pedagogical relations. Because without the humanization and democratization of the educational process, any technology used will not give the expected results.

"Collaborative pedagogy," writes Professor K. Yuldashev, Doctor of Pedagogical Sciences, "focuses on the formation of democratic qualities in the personality of each child." The more every child feels right, the more he understands his duty; as much as he is free in his activities, he feels that this freedom should not interfere with the freedom and liberty of others. Because freedom is always associated with responsibility, accountability, duty ... Unbounded freedom, unbroken human pride leads to creativity in the student's activities and thoughts. Pedagogical cooperation polishes the inner potential of the child's personality and saves him from stubbornness, muteness, blind obedience. This pedagogy portrays the teacher in the eyes of the student as a caring partner, not a punitive, prohibitive official. This awakens an equal relationship between the teacher and the student. True human relationships are established and their levels of activity increase severalfold. The teacher secretly serves the formation of the personality ... the awakened personality, the disturbed creative opportunity, naturally calls the child's personality to perfection." [16] H. Yulbarsova, who conducted research on the technology of formation of communicative competence of future teachers on the basis of an integrative approach, says that there is a differential situation in the theoretical development of science, and integration is interconnected in practice.

First of all, the design of an integrated lesson focuses on the coherence of themes. Phase 1 is the preparatory phase, in which students are told the subjects that are being integrated in advance. They are prepared for relevant topics on these subjects. The teacher creates a lesson plan by combining subjects and topics. Classmates are told to voluntarily divide into groups and prepare. In Phase 2, the goals are achieved using modern pedagogical technology. In Stage 3, the integrated subjects and topics are summarized and in Stage 4, students are assessed.

This structure of the integrated course can be applied to different stages of education - primary, secondary, secondary special and even higher education.

Improving the content of education in the primary school at the level of modern requirements is one of the key factors in the development of young people as spiritually mature individuals. This requires the provision of scientific, pedagogical, methodological

training of teachers in the organization of integrated education and the improvement of skills in the use of integrated technologies. Ensuring the integration of the primary education process creates a number of pedagogical opportunities. The interrelationships of the sciences complement each other. Accordingly, ensuring integration in the content of primary education also creates a number of pedagogical opportunities. The interrelationships of objects, themes, and concepts complement each other.

Due to the peculiarities of primary education, the researcher N.Abdullaeva's dissertation integrates some topics in the lessons "Reading", "Etiquette", "Music", "Fine Arts". For example, in the second grade lesson "The world around us" on the subject "Water is the source of life" only information about water is given. If we integrate this lesson with the topic of "Water flows to the Aral Sea" in the "Reading" lesson, we will not give students information about water twice, but once give them general information and save them time. Central Asia on the world map, the location of Uzbekistan on the map of Central Asia, which countries it borders with, the country with the most water, the scarcity of water in Uzbekistan, the map of Uzbekistan, the Aral Sea and rivers, oceans, seas, rivers, canals, streams, canals, and their differences, the chemical appearance of water, the appearance of water in nature, and so on, in addition to the textbook. "[18] It is recommended to go within.

In any integrated lesson, the main priority will be the subject, and the surrounding sciences will be the means to achieve the goal, but nonetheless, the whole subject will have its own independence and the material in the textbook will be fully covered. For example, because the practice of being a mathematician is difficult, a convenient and easy way to explain it to students is offered. The subject in Mathematics is integrated with

the fairy tale in the Reading Textbook and with the following topics in the Science of the World Around Us and Technology.

Table 1

№	Reading	The world around us	Technology
	Navruz holiday	Spring equinox. Navruz holiday	Preparation of greeting cards for Navruz holiday

Through short conversations, questions and answers, and brainstorming sessions, students can be introduced to humanitarian ideas. At this point, students' attention is drawn to the following points and humanity expressed by the teacher:

Dear students, each season has its own holidays. For example, Navruz is celebrated in spring. At such times, children's duties and responsibilities to their deceased parents increase. Young people need to do certain things for the memory of the past, to visit the elderly, relatives on the eve of the great holiday. They always need to be kind. It is necessary to do good to the parents for the rest of their lives, not to lose contact with the friend of the deceased father or mother, to receive frequent visits from the sick person. [19]

In recent years, special attention has been paid to the teaching of the mother tongue at the secondary level, linking it to other disciplines. This is not in vain, of course. After all, the mother tongue is the basis, the key to mastering all sciences at this stage. There is a great opportunity to link the content of almost all texts in native language textbooks to other disciplines, as well as to build them on the basis of both grammar teaching and humanistic education.

Linking the topic of place names and their spelling in the textbook of the native language with the sciences of history and geography gives good results in this regard. Because place names, toponyms are an

invaluable treasure created by our creative people in different periods. The teacher instructs the students to study the historical facts related to the names of the cities, guzars and villages where they live. Then, during the native language lesson, students are given a task to write a text based on these collected sources. The reader refers to many historical sources and legends to write the text. Gets information about the area where he lives and consolidates his knowledge of history, geography, local lore during the native language lesson. The teacher makes sure that each text structured is coherent and reflects national values.

In the works of Abdulla Qodiri, Oybek and other famous artists who dreamed of the fate of their country, nation and independence, students can find phrases in their native language lessons on compound sentences, double and repeated words, conjunctions, compound words, phrases, generalizations, commentaries and other topics. , can be given assignments such as writing in notebooks and interpreting them. By doing such work, students strengthen their knowledge of the native language. Such a process in mother tongue education demonstrates the importance of the use of literary texts in the classroom in the formation of students' spirituality, decision-making, consolidation of knowledge.

The texts in the textbook are aimed at developing students' oral and written speech, developing their independent creative thinking and the ability to express the product of thought in accordance with the speech situation, as well as nurture and develop high human qualities in them. Since most of the exercises in the textbook consist of related texts, they can be used to form and develop students 'ability to express their thoughts accurately, clearly, and fluently.

Most of the exercises in the textbook consist of literary materials, which allows the language to be linked to the literature. For example, the text "Alisher and the Nightingale" on page 18 of the 5th grade textbook "Mother Tongue", "Chain of Knowledge" (p. 12), "Union" (p. 69), "Human Hand" Page 117). Or you can link some Uzbek topics to drawing. For example, in classifying and identifying vowels and consonants, comparisons are made using diagrams.

From the text "Unnecessary grass" on page 100 of 6th grade in relation to biology; from the text "Teachings of Amir Temur" on page 24 of the 5th grade in connection with the subject of history; Text about Mirzo Ulugbek on page 169 of the 6th grade, text "Roots of the Uzbek language" on page 6, text "Names of places - seal of history", text "Mahmud Zamakhshari" on page 8 of the 7th grade, "Abdurauf Fitrat" on page 55, 67 The text "Imam Ismail Bukhari" on page 118, the text "Sahibqiron" on page 118, the text "Example of ancestors" in the 99th exercise of the 9th grade can be used effectively.

Typically, when working with texts, short texts are initially selected that remain in the reader's memory. It then moves on to more complex texts.

Texts from the game "Who is smarter" can also be used to link language education to science. For example, quickly find out which science the following texts belong to.

1. Man has learned to get heat from fuels - wood, coal, oil, gas, peat. (related to physics)

2. In the middle of the XIX century on the square of the former Ashtarkhanid state 3 new

The state was the Kokand and Khiva khanates and the Bukhara emirate. (related to history)

3. From ancient times our people have roots: carrots, beets, beets, radishes,

various dishes were prepared from turnips. (related to biology)

4. Six continents on Earth: Australia, Antarctica, South America,

There are North America, Africa, Eurasia. (related to geography)

5. Measure from the side, equal to the height,
   Two-thirds of the time.
   From this point if an arc is drawn,
   Who knows in a triangle that will be equal to the base. (related to mathematics)

The Uzbek language is inextricably linked with the science of logic. The aspect of their connection is that both are connected by contemplation. Logic is directly related to the Uzbek grammar department. For example, in grades 6-7, a number of questions can be used to develop students' logical thinking after word groups have been completed as follows: Which phrase has prefixes? To which category does the time category belong? Which word cannot be categorized?

Linking a topic to logic increases students 'ability to memorize.

Given that integrated learning courses are a combination of several subjects around a specific topic and key concepts [20], the teacher takes into account the state of readiness of students, analyzes their psychological characteristics and interests. The difficulties they face during their learning activities may be one of the reasons that lead to the use of integrated learning. Sometimes students' successful mastery of one subject is also through the knowledge and skills they have acquired from another subject.

The work plan and textbooks for the first-year students of the academic lyceum in the modern Uzbek language include topics such as "Literary language and the common language", "Stages of development of the modern Uzbek literary language." There are many opportunities to develop students' thinking during the transition to these topics. [21]

Typically, over time, ethnic groups that speak a particular language will spread and settle in different places. It is advisable for the teacher to connect the modern Uzbek language with the science of geography during the passage of topics related to this situation. Collaboration with geography in the study of dialect words that are part of the vernacular gives good results. During the lesson, the teacher informs students about the dialects and dialects that are part of the vernacular. While introducing new concepts, the teacher assigns students homework to map the geographical areas that separate dialects and dialects. Or, in the study of the stages of development of the modern Uzbek language, the teacher assigns students the task of mapping the geographical location of Turkic-speaking peoples and countries, which also increases the desire and interest of students to study the subject. Or, based on teaching students toponyms and their types, geographical concepts can also be implanted in their minds. It is appropriate to study toponyms in the following groups:

1. Name of settlements inhabited by oykonims.
a) polysonyms - names of cities and towns: Bukhara, Gazli, Samarkand, Urgench, Kosonsoy;
b) komonims - village names: Yakkatut, Soyboyi, Uchkuza, Gubalak, Karakuduk; c) khoronims - names of regions, districts, regions: Navoi, Altai, Namangan, Syrdarya.
2. Urbanims - the names of institutions in the city: "Mercury" store, "Pakhtakor" stadium.

During the lessons of the native language, creative work, such as writing scripts on these topics, conducting competitions of creative essays, further increases the love of students for the Motherland, the country, instills in their minds high positive qualities.

The text of laws adopted by our government in the field of education, the text of presidential decrees, texts imbued with the ideology of national independence, texts commenting on the universal values, historical heritage and culture of our people are of great importance in interdisciplinary linking language education.

Another distinctive feature of integrated lessons is that the process is

student-centered. Unlike traditional lessons, integrated education leads the student to development, upbringing, creativity in all aspects. As the teacher acts as the organizer and manager of the educational process in integrated lessons, the possibility of providing humane education in the process of teacher-student cooperation expands. The center of integrated lessons focuses on generalized, structured, humanely integrated learning tasks, questions. Didactic analysis and generalization (analysis and synthesis) through them directs students to independent research, thinking, decision-making. The integration process allows students to form creative thinking. Influences the formation of the most necessary vital and spiritual qualities. Creativity in the reader gradually prepares the ground for creative ideas. An integrated learning process based on the humanization and democratization of the learning process allows the teacher to interact with the student. The formation of the learner's personality helps to create a conducive social and psychological environment for self-development through respect for him or her. Because of respect for the student's personality, he or she develops a sense of self-confidence. Integrated lessons based on humanization teach students to express themselves freely and make independent decisions.

The creativity of the teacher is that they design the aspects that are known to the science but the student does not know, first and foremost, and motivate the students to do the same. Therefore, integration is an effective way to implement thinking through the organization of modular lessons to develop thinking in students. Integration does not seem to be necessary in education, but it is a way for a person to understand the world more broadly, through which students 'worldviews expand.

Thus, as a result of the use of integrated technology in the teaching of humanities, the student has a deep understanding of the laws of language, art, history, music, literature and other integrated disciplines, learns the connection. This process is one of the modern methods of teaching students to be creative, to focus on research, to imagine, to create fantasy. Based on the results of the study, the following methodological recommendations were developed:

1. Integrated study of content within the range of subjects and disciplines. Presenting topics in a sequence based on the focus on completing the previous one, finding common points in science programs, and ensuring interdisciplinary coherence.
2. Collect a database and use it for lesson purposes.
3. Defining teacher and student activities in the process of transferring knowledge to the student on the basis of an integrated system (determining who should perform what task and how to develop a lesson plan accordingly).
4. Combining language education with the subjects of "Literature", "Mathematics", "Geography", "Physics", "History", "Reading", "Etiquette", "Technology", using texts, exercises, assignments that embody the spirit of humanity.

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