

Forms of Organization of the Integrative Educational Process in Primary Education

Tulasheva Yorkinoy Ilhomjon qizi
Namangan State University teacher

Annotation: In this article we discuss the forms of Organization of the educational process on the basis of an integrative approach in the direction of Primary Education, talking about the use of integrated lectures on the subject “pedagogy, innovation and integration of Primary Education” in the course process.

Keywords: didactics, Integration, Group consultation, integrated lecture, integrated consultation.

An integrative approach to teaching a future primary school teacher has certain organizational forms. “The exact definition of the concept of the form of Organization of teaching in pedagogical science as a pedagogical category, such as the concept of the form of educational work, so far does not exist” [4; 253-B.]. “Many scientists just ignore this problem and limit themselves to a simple idea of the essence of this category” [5; 231-232-b.].

Let us briefly apply on the significant signs of the concept of the form of Organization of teaching, based on the importance of this category in didactics and not based on the completeness of the statement:

1. The presence of a method of interaction of implied teaching and learning to “regulate, bring into the system” interaction (I.M.Cheredov).
2. The presence of a method of placement and interaction of certain holistic elements (the subject part of the organization).
3. The presence of a time-by-time method expressed in time intervals.
4. The presence of a method of quantitative characteristics of certain holistic elements.

The specified concepts can be attributed to the category of the form of Organization of teaching, such concepts as “Excursion”, “Curriculum”, “Lecture course”, “Semester exam” and others.

Integrated courses include a combination of the following subjects: mathematics-natural sciences, mathematics-fine arts, mathematics-labor education, mathematics-physical education, mathematics-foreign languages, and mathematics-technology [2].

According to M.I.Makhmutov, we distinguish between the concepts of the form of training (collective, frontal, and individual) and the form of Organization of training (lesson, subject course, etc.) [3; 49-b.].

From a scientific point of view, the pedagogical system can be considered as a "unique pedagogical paradigm" that reports a universally accepted scientific achievement, providing a model for the scientific community to identify problems and express their solutions for a document period of time [1].

The concept of the form of Organization of teaching should be understood as a “structure of parts of the teaching process, periods”, which refers to the external side of the organization of the educational process, which is associated with the number, place and time of teaching [4; 245-b.].

Among the elements of this concept, we include the concept of “comprehensive curriculum”, the concept of “integrated lecture course” and the unified concept of “Pedagogy of Primary Education, Innovation and integration”.

To the concept of the form of teaching the subject “Pedagogy, innovation and integration of primary education” we introduce the concepts of “Integrated lecture”, “Integrated consultation”, “Integrated Course Work”, “Integrated graduation qualification work”, “Independent research work” and “Collective expert assessment”.

The presence of clearly expressed meaningful sides in an integrative approach to their teaching and learning, the interconnection of learning implies the classification of educational types.

The description of the complex curriculum is given above. Let us talk in detail on the listed forms of Organization of the Integrative educational process and special forms of educational activity. The usage of the collective form of work is not limited to the scope of educational science “Pedagogy, innovation and integration of Primary Education”. Collective expert assessment can be modified in the optional part of teaching in almost all academic subjects. It is more effective to use such a form at the stage of generalizing repetition in sections and courses of educational subjects.

Group consultation is considered similar in the structure of the type of collective expert assessment of integrated educational activities. A distinctive aspect is the emphasis on the leading role of the expert assessment of the teacher. But the presence of a single language of communication in the form of logical-structural models allows students who do not ask questions at this time to quickly understand the essence of the teacher-student dialogue. This is achieved at the expense of determining the conditions of the question and determining their validity or falsity on the basis of their own formal-logical or structural scheme. In the process of consultation, the development of skills for analyzing the structure of the question takes place in the form of determining the base of the question and its inadequacy, separating questions into simple and complex ones, clarifying and complementing, incorrect and motivating.

At the same time, educational issues are solved at the level of educational science and the method of cognition in the form of problem-setting. Coursework in the pedagogical-psychological (stage 3) and subject (stage 4) category is an integrative form of research and educational and research work of students. The presence of a general basis for the choice of the project topic makes it possible to summarize the behavior of subject departments in solving the tasks of professional orientation of this type of educational activity in the form of scattering of research topics of course and graduation qualification design, elimination of existing shortcomings in the form of excessive specialization of individual topics,

For the direction, general criteria and norms for assessing course and graduation qualification work are developed; the possibility of optimal implementation of research results in the teaching process arises. The protection of course and graduation qualification work projects turns from a set of individual student reports into a scientific and practical conference on the specified topic. Each participant of the conference will have the opportunity to compare the results of his research with the results of his fellow students within the framework of a single research topic and a single language – educational modeling method. In the process of discussion, the discovery and transformation of new knowledge takes place within the framework of individual acquisition. The discussion will have a constructive nature; develop certain norms of scientific analysis of the results of the study.

An important form is the principle of organizing an Integrative Learning Process, which is an integrated course of lectures. From traditional lectures as integration-langan, we understand lecture courses that differ in the following two characteristics:

1. material statement does not occur linearly, but is grouped within the framework of certain concepts, ideas, thoughts;
2. Statement of concepts and ideas of subject educational science (for example, local lore), which is considered the basis for the construction of a suitable model of educational science, occurs to students within the framework of concepts, ideas known from the course of the main direction.

The integrated lecture course solves several interrelated tasks:

Implementation of an integrative approach to the organization of general didactic principles at this stage of training, including teaching as the basis of the didactic system;

Implementation of private-methodical methods of teaching;

Generalizing repetition of the material of the main courses;

Formation of the ability to expand and deepen the system of basic courses;

Activation of the student's cognitive activity;

Actualization of the process of training at the level of activity pursuing an internal goal.

Reading such lecture courses differs from traditional lectures, primarily by determining the new quality of knowledge acquired using the construction of models of certain theories.

References

1. Toshkhonov Azizbek Tursunboevich. General Didactic Basis Of An Integrated Approach To The Organization Of Teaching In Higher Education Institutions // Herald pedagogiki. Nauka i Praktyka (HP). *Impact factor* – 7, (ISSN 2450-8160) – Warszawa, 2021. Volume-1, 120-124.
2. Toshkhonov A.T. Organizing Integrated Classes of Mathematics in Elementary School // Eastern European Scientific Journal. – Germany, 2018. – P. 172-176.
3. Махмутов М.И. Современный урок. – М., 1985. – 160 с.
4. Пидкасистый П.И. Педагогика: Учеб.пособие. – 1995. – 680 с.
5. Shamsiddinova I. D., Bakhtiyarova Z. N., Ulmaskulova S. U. Methods and strategies in teaching english //European Journal of Molecular and Clinical Medicine. – 2020. – T. 7. – №. 3. – С. 4492-4496.
6. Харламов И.Ф. Педагогика. – М.: Высш. шк., 1990. – 576 с.
7. Akbaraliyeva M. D. LIBRARY CULTURE IN THE FORMATION OF STUDENTS'SOCIAL ACTIVITY //EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE. – 2022. – T. 2. – №. 5. – С. 43-48.
8. Akbaraliyeva M. D. THE BOOK IS THE LIGHT OF THE HEART, THE WING OF THINKING //EDITOR COORDINATOR. – 2020. – С. 323.
9. Muminova D. USE FROM THE NATIONAL HERITAGE OF PRODOKES IN DEVELOPMENT READING (Example of primary classes) //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 2. – С. 377-380.