

The Use of Didactic Metalanguage of Integration in the Professional Training of Future Primary School Teachers

Toshkhonov Azizbek

Namangan State University, teacher

Annotation: In this article we discuss the introduction of the didactic method of integration into the educational process of the educational direction “primary education”, the separation of general and legal concepts in the holistic pedagogical process, the introduction into the educational process of scientific research methods, including the method of formalization.

Keywords: didactic metalanguage of integration, formalization, modeling, cognitive, accumulative, communicative, integrative, management.

A specially defined information system designed to effectively implement the principle of understanding the teaching process in education, to describe its didactic goals, that is, the system-forming basis of integrative teaching-the metalanguage of integration is necessary.

The didactic metalanguage of integration is a learning which character information system designed to establish the connection between the content of education and the forms of expression and meaningful significance of the educational process in the form of determining the logical structure of the term expansion of the educational process.

The direction of Education “Primary Education” the possibility of introducing a didactic metalanguage of integration into the educational process is associated with the presence of invariant properties and signs of repetitive elements of the educational cognitive process, embodied in the content of the education of future primary school teachers.

The didactic metalanguage of integration makes it possible to distinguish between general and legal concepts in a holistic pedagogical process, schematizes the content of Education, determines the allocated abstract signs: the structure and directions of placement.

The didactic methodology of integration creates objective conditions for the introduction into the educational process of scientific research methods, including the formalization method. The method of formalization requires that a scientific rule be expressed in one external form, not paying attention to the versatility of the phenomenon.

Didactic metalanguage of integration demands clarity, accuracy and the non-existence of any exceptions. On the other hand, it is considered as a means of a contradictory description of the holistic process of teaching in its essence. The diversity of the content of education in various fields of Science and the variety of stages of the teaching process cannot be fully expressed in a form-defined system.

Modeling the educational process with didactic means of integration allows us to compare the "scenario" of the educational process in the form of comparison of private programs, private methodologies, special methods and teaching aids.

The synthesis and generalization of the invariants of private pedagogical technologies forms a certain abstract level of perception of a generalized concept, which is considered one of the stages

in the transition from an abstract considered “pedagogical technological” pedagogical concept to the design of its own methodological system

The formation of basic professional experience is the main area of professional training of a specialist. Unreasonable creativity will not exist.

The accumulation of pedagogical experience is a targeted component of pedagogical activity to determine the logical structure of the educational process by means of didactic metalanguage of integration.

The five functions of the didactic metalanguage of integration (cognitive, accumulative, communicative, integrative and managerial) can be placed in the evolutionary system. The central place in this system is occupied by a cognitive function that determines the target component of the introduction of didactic metalanguage of integration into the educational process [4].

In our opinion, the allocated functions are various representations of the main and single methodological function of the didactic metalanguage of integration, which contributes to the formation of the scientific outlook of the future primary school teacher. The laws of the theory of cognition direct the student's thinking activity to an objective understanding of the reading process, to a real assessment of phenomena, objects in real and legal relationships and connections.

All the rules of gnoseology are studied not as separate ideas on the basis of the didactic metalanguage of integration, but in the totality of Cognition, Logic, modern information of developing science and the exact pedagogical process. The material property of the process of cognition is determined by the rule of dialectics: the direction of studying an object lies in cognition not towards reality, but towards cognition from reality.

In the process of teaching, the phenomena of the educational process are studied by the means of didactic metalanguage of integration, but the metalanguage itself is a reflection of educational knowledge, an expression of its development and modifying. Metalanguage brings to divide new forms and techniques of learning knowledge, focusing on the problem-model and hypothetical-model solution of learning tasks. The process of learning knowledge itself occurs through the connection of sensory perception and thinking with the didactic metalanguage means of integration. Integration didactic metalanguage performs the task of expressiveness of teaching, raising this task to a higher level of abstract thinking.

According to L.S.Vigotsky, internal speech is arised and developed on the basis of a person's speech communication. Such communication is training in the analysis of the content of education and the logical structure of the teaching process. Internal speech summarizes and forms what is considered fundamental and important for pedagogical consciousness [3].

The language itself can be applied at a voluntary level of educational knowledge, maintaining the invariant nature of the marked means, thereby determining the dependence of theory and practice, the dependence of abstract thinking and the specific method of its formation, the interconnection of the content and forms of the educational process, the dependence of goals and means in the possible and real quality

When defining the didactic metalanguage of integration as the basis of the student's future pedagogical thinking, it is important to establish their interconnectedness and interaction. Pedagogical thinking (“pedagogical speech”) occurs and develops throughout the entire teaching process under the influence of the activity of mastering the target-oriented didactic metalanguage.

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