

## DIDACTIC OPPORTUNITIES OF INTEGRATION IN THE CONTENT OF SPECIALTY MODULES

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### Abstract

In this article, based on the study of the characteristics of the development of the trend of integration of modern scientific knowledge, the identification of its main laws, the increase in the speed and complexity of the integration processes corresponding to the exponential growth of the main components of the specialization modules, the unevenness of the integration process, the change of specific integrating factors, scientific-current issues such as increasing the progressive role of integration in the development of technical and social development are highlighted.

**Keywords:** Integration, pedagogy, psychology, specialization modules, didactic possibilities.

### Introduction

Integration as a full-fledged scientific concept appeared in pedagogy in the first half of the 80s against the background of rapidly developing interrelated processes in the economic, political, informational, cultural and other spheres of social life. By this time, he had already taken a firm place in the philosophical and scientific literature. Nevertheless, it would be wrong to assume that integration in our science was created as a result of the simple transfer of the concept from other areas of scientific activity due to the desire of teachers to keep pace with modern times.

The problem of integration was actively discussed by teachers even when neither philosophers, nor Methodists, nor politicians were seriously interested. This category in pedagogy is a product of complex dialectical changes of scientific consciousness, which is not subject to some opportunistic aspirations. But he absorbed the achievements of world culture and sometimes the dramatic experience of developing local education.

The history of integration in twentieth-century education is, of course, structured into three qualitatively different stages[2]:

- beginning of the century - 20s - problem-based and complex education on an interdisciplinary basis (labor school);
- 50-70 years - interdisciplinary relations;
- 80-90 years - real integration.

The first practical attempts to create an educational system on a problem-complex, integrated basis were made by J. Dewey in the USA at the beginning of the century, S. T. Shatsky, M. M. Rubinstein and others in Soviet Russia in the 20s. This is the direction adopted in our new country under the name of labor school. all the completeness of possible practical implementation for the experience that entered the history of pedagogy. In it, the main principle of organizing the educational process was the "method of life complexes". The integrated method (or project method) involves combining knowledge from different subjects around a specific common problem. This was the first practical experience of organizing the educational process on an interdisciplinary basis.

In 1931, this great experiment was closed and was severely criticized. A new principle of organization of educational content was implemented in the labor school. Traditionally, subject-centrism worked like this: knowledge was systematized into subjects, each representing one or another didactically processed field of science. Integrative education involves the integration of multidisciplinary knowledge around specific problems and is the exact opposite of subject-centrism. Criticism of the shortcomings of the "old" [3] education in the revolutionary spirit of those years led to its radical denial. According to the belief of the ideologues of the new school, "not the old should be filled with the new, but what has been preserved in the pedagogical life will naturally be included in the new structure." The practical failure of interdisciplinary integration was actually an expression of the unviability of the revolutionary style of pedagogical thinking, which clearly contrasted old and new schools, subject-centrism and complexity (interdisciplinary integration).

In 1958, the law "On strengthening the connection of school with life and further development of the public education system of the USSR" was adopted. From this time, a new stage of integration - the stage of interdisciplinary relations - begins. In the 1950s and 1960s, they were considered mainly from the point of view of strengthening the relationship between science and professional knowledge. In the 1970s, the understanding of the problem of interdisciplinary relations acquired a new direction. The main focus of Soviet teachers was not the possibility of coordinating the education of school subjects with industrial education, but the development of meaningful, systematic, didactic education. focused on the perspective of putting and development. relations between school subjects[1]. The tasks to be solved with the help of interdisciplinary communication did not differ in principle from the tasks of the labor school: formation of a holistic worldview of students, introduction of knowledge into their life process, modeling. the educational system of nature and social life, their natural organic integrity, active and conscious participation of the child in the world of culture, etc. At the same time, the pedagogy of the 50s and 70s eliminated the main shortcoming of the labor school, which revealed its practical inconsistency: it completely abandoned the opposition of subject-centrism and interdisciplinary (integration). The latter did not destroy the existing educational system and served as a good didactic addition to the principle of subject-centrism.

However, in the 1970s, when this problem was studied more systematically and in depth, a surprising change took place in the interdisciplinary pedagogical consciousness. This has

been understood by many researchers as a principle of didactics: "Interdisciplinary relations, reflecting the relations of reality in the educational process, are an expression of the laws of the objective world, and determine their own characteristics according to their philosophical and didactic importance. content, methods and forms of teaching. Therefore, there is every reason to consider interdisciplinary communication as one of the principles of Soviet pedagogy (didactics)" (Loshkareva N.A.). That is, interdisciplinary communication (as a didactic principle) affects all components of the educational process and education. - extends to all components of the educational process. lays the basis for the construction of the educational process and predetermines it [3].

This article may seem inconsistent with the reality of education, because in practice interdisciplinary connections are made. However, its paradoxical nature has logical depth and historical truth.

The principle of intersubjectivity contains a rational force: it seeks to organize a holistic educational process, but not by denying subject-centrism, which is its basis. Subjectivity is a means of developing subjectivity, the desire to improve the quality of education, and at the same time not to lose the positive things of the past. However, the understanding of intersubjectivity as a principle of didactics significantly changed the nature of pedagogical thinking: the phenomenon became the basis, the derivative became the product, the tool became the cause. The very concept of "interdisciplinary relations" has entered into a fatal conflict between its form and the new content introduced into it. If there is a principle of interdisciplinary didactics, interdisciplinary relations cannot depend on it. it is no longer the dominant didactic principle—from objectivity. The conflict between the form (interdisciplinary relations) and the new content (principle of didactics) naturally led to a change in form: in the 80s, the concept of interdisciplinary relations gave way to the concept of integration.

80-90 years constitute the third stage of the development of integration processes in local pedagogy - the stage of integration itself. In the 90s, the mass movement to create integrated courses reached its peak. Integration of the 90s is a more scientifically developed idea of integrated education since the beginning of the century. Most modern researchers of interdisciplinary work agree that it is defined as a didactic principle. At the same time, historical experience does not allow to separate integration from objectivity, to set them against each other. Integration is something related to objectivity, which presupposes it as the other[2].

It would be appropriate to recognize integration as one of the most important didactic principles, which determines the organization of the educational system as a whole. Then objectivity becomes the most general form of implementation of the integration method in the pedagogical process. In this case, the concepts of "academic science" and "interdisciplinary integration" are the same. Such an approach allows conducting scientific research at the level of systematic relations within the discipline, analyzing and synthesizing individual procedural and functional components of education. Considering any subject as a complex system, we create the necessary conditions for modeling the processes occurring

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within the educational subject as an autonomous didactic system. Modeling is a sign of scientific-theoretical (as opposed to empirical) thinking. Therefore, the integrative method opens the prospects of using general scientific methods of theoretical research in pedagogy. Thus, we begin to understand integration as a genetic principle that defines the traditional science education system as a whole. The further development of this principle can form a qualitatively new system - a holistic educational space that does not oppose this system, but builds on it and fully preserves it as its functional basis. As mathematical theories are derived from the concept of number, new theoretical didactics can be derived from integration.

Perhaps human nature is integral to its essence, and this integrity in man is primary: both at the level of the material shell (interacting chemical, physiological, spiritual processes); and at the level of personal awareness; and at the level of thinking - logical, figurative, associative. Therefore, integration is a natural way of knowing oneself and the surrounding world, expressed in the harmony of aesthetic, cognitive, historical-genetic, social-functional aspects.

A teacher who combines different topics in a lesson should take into account the contradictions in the essence of knowledge and rely on things that are variable and constant, repeated and unique, random and natural, clear and concrete in his work in the process of overcoming the standards of thinking. intuitively, find a measure of their interaction both within one subject and between several. Only generalized ideas about the world around us allow us to orientate it correctly. Integration accelerates personality modeling, serves as an impetus for healthy attitudes in high school students, and cultivates philosophical principles in their minds.

When analyzing the possible approaches to the implementation of the principle of integration in education in the literature today, the authors are unanimous in defining educational goals and results: not to show the areas of communication of several academic subjects, but through their organic real connection.

To give students the necessary idea about the unity of the world around us. The results of integrated education are reflected in the development of students' creative thinking. It not only activates, systematizes, and optimizes educational and cognitive activities, but also helps to acquire cultural literacy (linguistic, moral, historical, philosophical). The type of culture determines the type of human consciousness, therefore, integration in the modern school is very relevant and necessary.

The social importance of integration lies in the acquisition of accumulated knowledge that saves children from the uniformity of development. The absence of integrals gives rise to narrow specialists who are able to make narrow departmental decisions, which have already caused great damage to the national economy, economy and ecology.

In conclusion, it can be said that the fundamental reform of the education system and its complete adaptation to the requirements of the times, and the didactic importance of specialized modules in an integrated educational environment have lost their place as an important issue. 'q. Of course, any change today is for development and growth.

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**Foydalanilgan adabiyotlar ro'yxati**

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