



PRINCIPLES OF INTEGRATION OF SCIENCES IN THE CONDITIONS OF DISTANCE LEARNING

1. Marguba Mirkasimova

INTERNATIONAL ISLAMIC ACADEMY OF UZBEKISTAN,

Professor of department, Doctor of science “Religious Psychology and Pedagogy”

11, A.Kadiri, Tashkent, 100011, Uzbekistan.

2. Dilbar Khasanova

INTERNATIONAL ISLAMIC ACADEMY OF UZBEKISTAN,

teacher of department “Foreign languages”

11, A.Kadiri, Tashkent, 100011, Uzbekistan.

ANNOTATION

In a pandemic in the world, as in all spheres, the digitization process has become a tolerance test for the education system and teachers, requiring the search for solutions to many problems. The issues of the development of teaching social sciences and humanities through communicative and professional competences, strengthening of independent learning, educational and regulatory support, the formation of education in harmony with digitalization are gaining relevance. The development of students' motivation to study social sciences is associated with the organization of the educational process in the context of the integration of traditional and mixed education and the introduction of methods that activate students in educational practice. An integrated lesson model, its stages and criteria for evaluating the results are recommended.

Key words: world education, digitalization process, education system, teaching staff, communicative and professional competences, integration of traditional and mixed education, integration requirements, principles, stages of an integration lesson, integration model, recommendations.



the subject relation is established among certain didactic units within the framework of the study subjects, and provides for the Coordination of the content and duration of their study, in contrast, the subject of study established on the basis of integrative relationship, or the subject, phenomenon or process under study requires interpretation in terms of comprehensive relationship and This, in turn, allows to form a mature personality that meets the requirements of the present and the future, independently thinking and creative activity. After all, it requires high – level operations of thinking, such as abstraction, categorization, expression with the help of conditional signs, identification of causal correlations, analysis, synthesis, systematization, modeling, not limited to the requirement of only analysis and synthesis operations from the study participants. These operations are carried out by separating (classifying) all the important aspects and properties of the object under study, by understanding the essence and contents and summarizing them. This means that integration always develops on the basis of stratification (differentiation), which is its second side, or vice versa", - as explained by the look, G.S.Kostyuk said: "if stratification leads to differentiation – an increase in mental processes and state (characteristics), integration leads to regulation, subordination and placement of its results in a certain sequence. Dressing is a new psychological process, a new structure of activity through integration. This new structure is formed by synthesizing from elements that were previously separate. [3.] The integrated approach is used to integrate contextual, interrelated, logical interrelated and interrelated learning disciplines, while holistic logic involves finding perfect knowledge, work-action methods, and personal adjectives in contentIf in the XIX-XX centuries in world pedagogy such scientists as A. Herd, D. Kaygarodov, A. Pavlov organized a primary school, in which the understanding of the world is realized through the formation of holistic concepts of animate and inanimate objects, the student expresses his views on the effectiveness of cognitive activity in the views of J.A. Comenius, D. Locke, M. Pestalozzi, K.D. Ushinsky, the effectiveness of education can be achieved through interdisciplinary communication. This view is dated back to the last decades of the twentieth century N.M.Belyankova, A.V.Usova, Yu.M.Kolyagin, A.E.Cirenko, N.G.Kuchmenko, L.I.It was carried out in the research work of scientists such as Naymushina. S.Baranova, N.Your Phone, M.Lviv, N.Much improved in the work of such scientists as Svetlovskaya.

The work of foreign scholars such as J.Gilbert, F.Cochran, J.DeRuiter, R.E.Maeder, J.W.Gray, M.L.Dejong, M.Trott, R.J.Haylord highlights the advantages and opportunities of using integrative learning technologies. In this research, special attention is paid to various aspects of teacher training, such as preparation for innovative and pedagogical activities, the use of information and communication technologies in education, the organization of an integrative environment. Ensuring the integration of educational disciplines in the educational process allows the use of interactive methods and advanced pedagogical technologies in teaching. Ensuring the integration of



the educational process takes place a number of pedagogical opportunities: the interaction of Sciences, subjects and concepts is achieved by complementing each other.

Problem analysis. Scientists in modern education E.V.Bondarevskaya, I.S.Yegimanskaya, V.V.Serikov, N.I.A number of concepts of personality-oriented education were developed by Alekseev. They offered a variety of technologies in which specific socio-pedagogical, didactic and psychological aspects are combined. These technologies are used in the education of Russia and other Commonwealth countries. The integration of the content of instructional material within a certain system of education is carried out in three stages (see Figure 1.1).

Inter-topic integration is the integration of concepts, knowledge and skills within a particular subject.

Integration with other subjects – the analysis of printouts, concepts and Fakt of two or more subjects of study.

Trans-science integration is the synthesis of the main and additional components of educational content

Integration of the content of instructional material

	Degrees of integration	The technology of integrated content and the peculiarity of the construction of the educational process
Inter-topic integration	Medium	Vertical integration: on the basis of integrity printing, twisting (spiral) structure, the content is gradually enriched with new data, linkageadorlik, linkage and subjectivity. Uniqueness: the initial problem does not go unnoticed by students, but the knowledge that is associated with it, the proportions of the elements become more complicated, the perception deepens. Horizontal integration: is formed by the merging of concerted concepts based on the approximation of subjects whose content is close to each other.
	High	Uniqueness: in the philosophy of the unit of holistic mastering, a possible subject is transferred to the information of the second subject. To move from the information of the first subject to the information of the second subject, they are referred to the state of one whole subject



Integration with other subjects	Low	<p>Back link</p> <p>Interracial: HIZAKI tuiles; bir not postplanning object one object ravnos of bilateraltrade. Umuti mavzu sifatida Bartsch of pedometers mos and Uygun of Kalgan, ontaro bir bulan Bolnisi can be Bulgan mawsu of thanlande</p> <p>Hirseli-Hirni Hirni-hirselig hirseli from the trip: bold bodyguard partial swill geolo-geranium; Reza tuzildon lesson mazmundirovanie Kel Shiki from Shiki amirua skeleton kite (for example, ikkitas from a trip abroad hirzai to ophirma theme also cascading is a streaming template), shuningdek , Yang lesson, Bashkir Matt.</p> <p>Book huszigi haligi: each bir predicting the long (partial) deer; but each independent bridge theme sevka visible Baladi, James goal, goal, guide the tribe cobrada and lesson isanmaa of Altai; deliberate has oplatil aglic vodka keladi and currentaly lesson go shooting ' or 'Yiddish' Yiddish 'Yiddish' Yiddish 'Yiddish ' Yiddish'.</p>
	Medium	<p>Vertical integration: the task of a given home from several subjects is combined and a dialogue is organized on the basis of dialogue, in which the philosophical doctrine of the content, image, emotional state, morals and beauties of each subject is rounded– the embodiment is brought into shape. This dialogue can also serve as an "introductory lesson" or "introductory part" of the lessons so that the topics mentioned can be repeated and strengthened continuously throughout the week.</p>
	High	<p>Question-answer is carried out on the basis of dialogue, when several subjects are combined, a pre-planned subject, a single content, an image, an emotional state, a moral – moral and aesthetic meaning-all are combined into one basic concept, which is one-to-one. This idea will be possible even during several lessons.</p> <p>The content is carried out throughout the week as a guide of several lessons. The independence of Sciences is disrupted, a single program is created that focuses on the integrity of the pedagogical system; the initial structure does not deviate from the attention of the issues, it increases and deepens the volume of knowledge related to primary education; the</p>



	Medium	<p>approach of the educational blocks in terms of time leads to a change in the form of the</p> <p>Uniqueness :time is allocated differently (it can be five minutes or even more); new interpretation, new figurative comparison, comparison, New associations, games will be possible to be created, which can be selected interesting methods of analysis of the work or unusual.</p> <p>Integrated lesson and integrated block</p> <p>Horizontal integration:</p> <p>Specificity:</p> <p>several subjects are analyzed by combining the content, each subject is approached as an independent subject (the purpose, function, Program of each subject is preserved); in the provision of a conditional connection with the purpose of obtaining solid knowledge, all analyzers of the cognition process are covered (sight, hearing, perception, smell knowledge, movement).</p> <p>Integrated course</p> <p>Horizontal integration:</p> <p>Unification of several educational disciplines within the framework of one main subject or concept</p> <p>Specificity: a collection of data from several disciplines appears, Jean as a subject of analysis appears several planned objects, the independence of the subjects is violated, a single program is drawn up aimed at the integrity of the pedagogical system; the initial problem does not go unnoticed by the students, the volume of knowledge related to ki increases and deepens; the rapprochement of th</p>
<i>Trans-science integration</i>	High	<p>Horizontal analysis: interracialanal: integrating ikkinchi Boschi organization of asimilan baslangici the content of laments learning, finally, Biran Baglan aglitskiy holatga Celtic.</p> <p>Features:</p> <p>analysis of killynether predvybornom the essence of the basic curly and bribes of fanland photo editingin map kerrily the object of the organization of atadi, natijada escribing district Mukhit, the operation</p>



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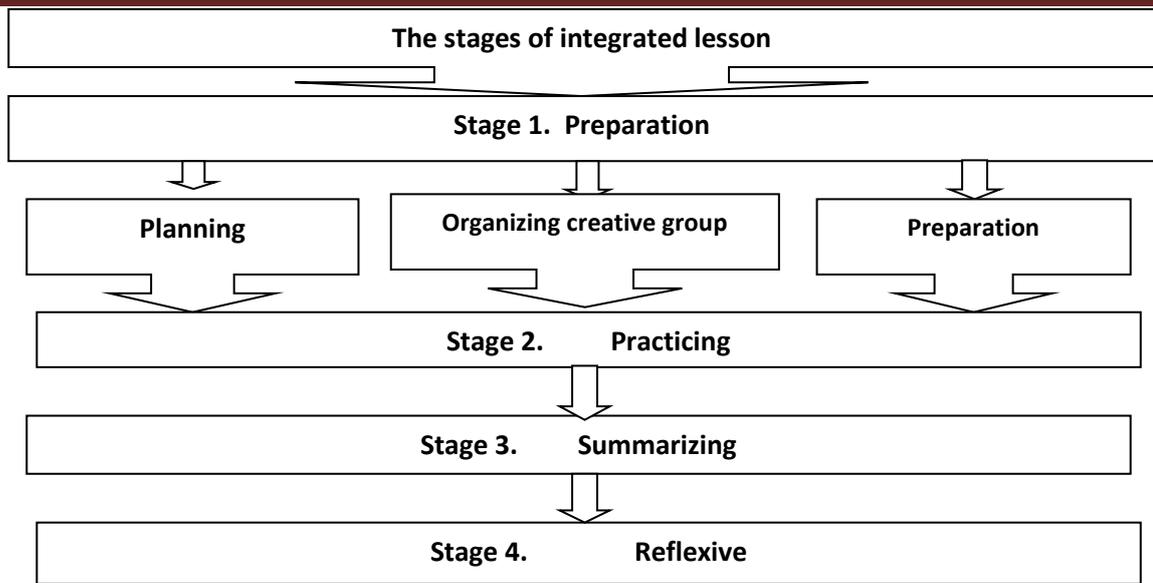
A number of reforms are being carried out in the Republic to improve the quality and effectiveness of education, improve the system of training competitive pedagogical personnel, strengthen the integrated educational and methodological supply of Education. At the same time, there is a special need to clarify the methodologies for the application of integrated educational technologies, improve the pedagogical conditions for the organization and conduct of integrated training. So, in what form can integration technologies be used in the teaching of Educational Sciences in various fields? What educational principles should be adhered to in this process?

1. It is necessary to develop a technological map of integration training. Each stage of training and the content of the activities carried out in it are clearly visible on the map. Teacher educator step by step organizes systematic and planned activities. As a result, Inter-topic integration allows students to create favorable conditions for the formation of knowledge, content skills and skills on the basis of principles of mutual solidarity, consistency and integrity .

2. It is necessary to design in advance which subjects can be integrated with which subject in teaching. For example, when teaching the science of " psychology of religion", it is worthwhile to integrate many topics with the science of " religion". In this case, both teachers of science will be required to design a lesson plan together on the side topics. And the lesson is based on the "binary education method".

In the organization of integrated lessons, the teacher requires special skills, careful consideration of the lesson structure and planning on the basis of a number of methodological requirements. With what subject is the teacher; with what concept is integrated?, what methods, means, methods can give students holistic knowledge, concepts? - must be able to find the exact answer to questions such as.

The subject of educational science, which is at the center of integrated lessons, is the subject of basic concepts and knowledge, the knowledge, skills and qualifications provided for finding content, educational goals (educational, educational, developmental) and other educational subjects integrated with the systematized pedagogical tasks; are integrated with the subjects and concepts being integrated. In the design of integrated lessons (see Figure 1.3), the following stages should be taken into account:



Determining the educational effectiveness of the teacher in the application of integrated technologies in the teaching process is an important factor in the proper evaluation of the educational results. Therefore, we will come up with the criteria for determining the effectiveness of the application of integrated technologies in teaching (see Figure 1.4).

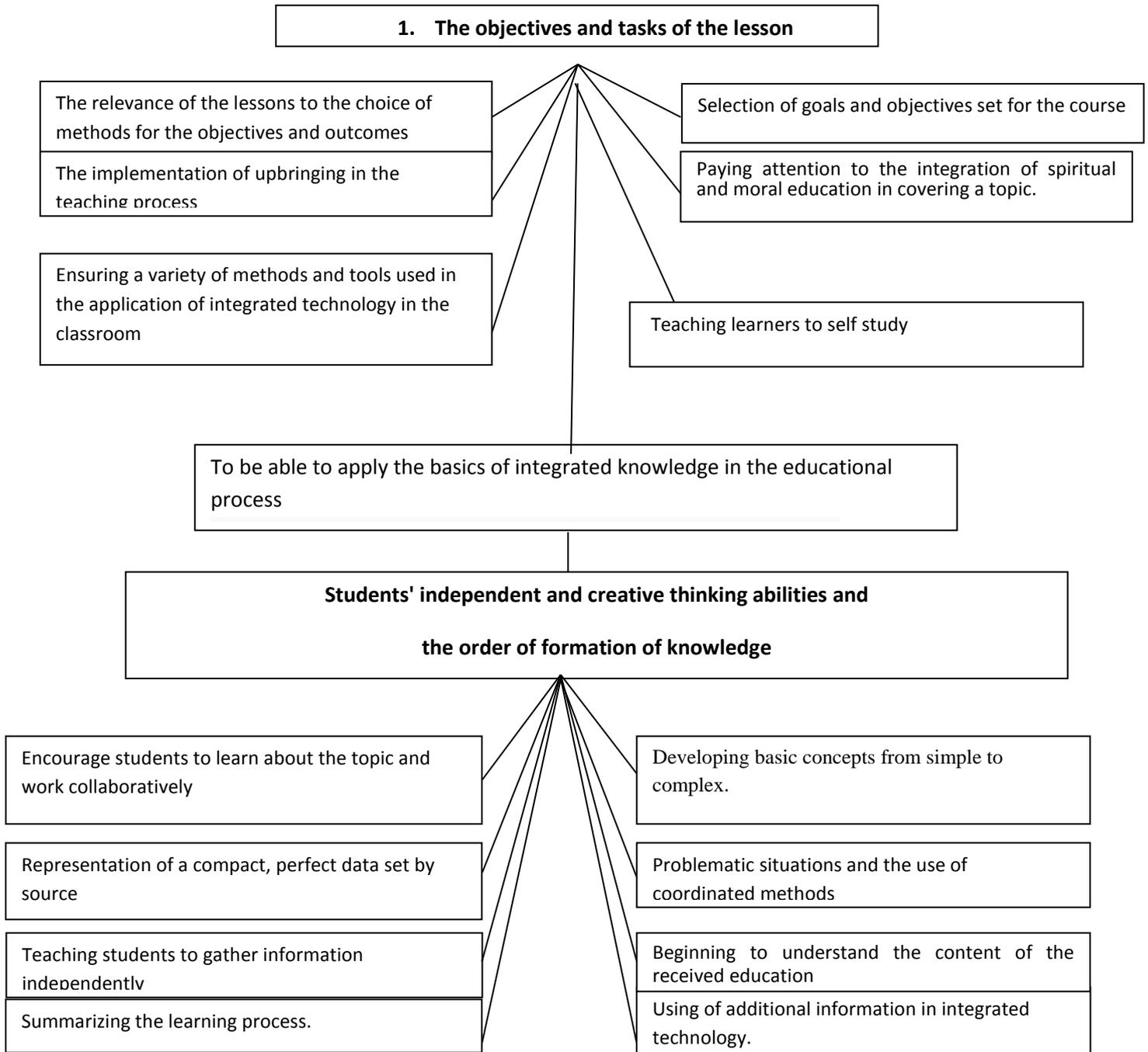


Figure 1.4. Criteria for determining the effectiveness of the application of integrated technologies in teaching

3.All private methods ("methods of teaching history", "methods of teaching psychology", etc.the h.the G.) in teaching, it is desirable to teach integrated with the science of "general pedagogy". This is a



scienclararo integration and is based on individual principles: it is worthwhile to use different levels of integration in it:

- a) to present the topics in sequence based on the orientation of the firstgisi subsequent filling;
- b) to find the points of inter-harmonization in the curriculum and to ensure inter-thematic harmony;
- C) using modulated integration, the acquisition of knowledge and understanding through peer learning sciences into a particular system .

4. Through the creation of integrated programs, it is possible to present several subjects of study in a harmonious way.

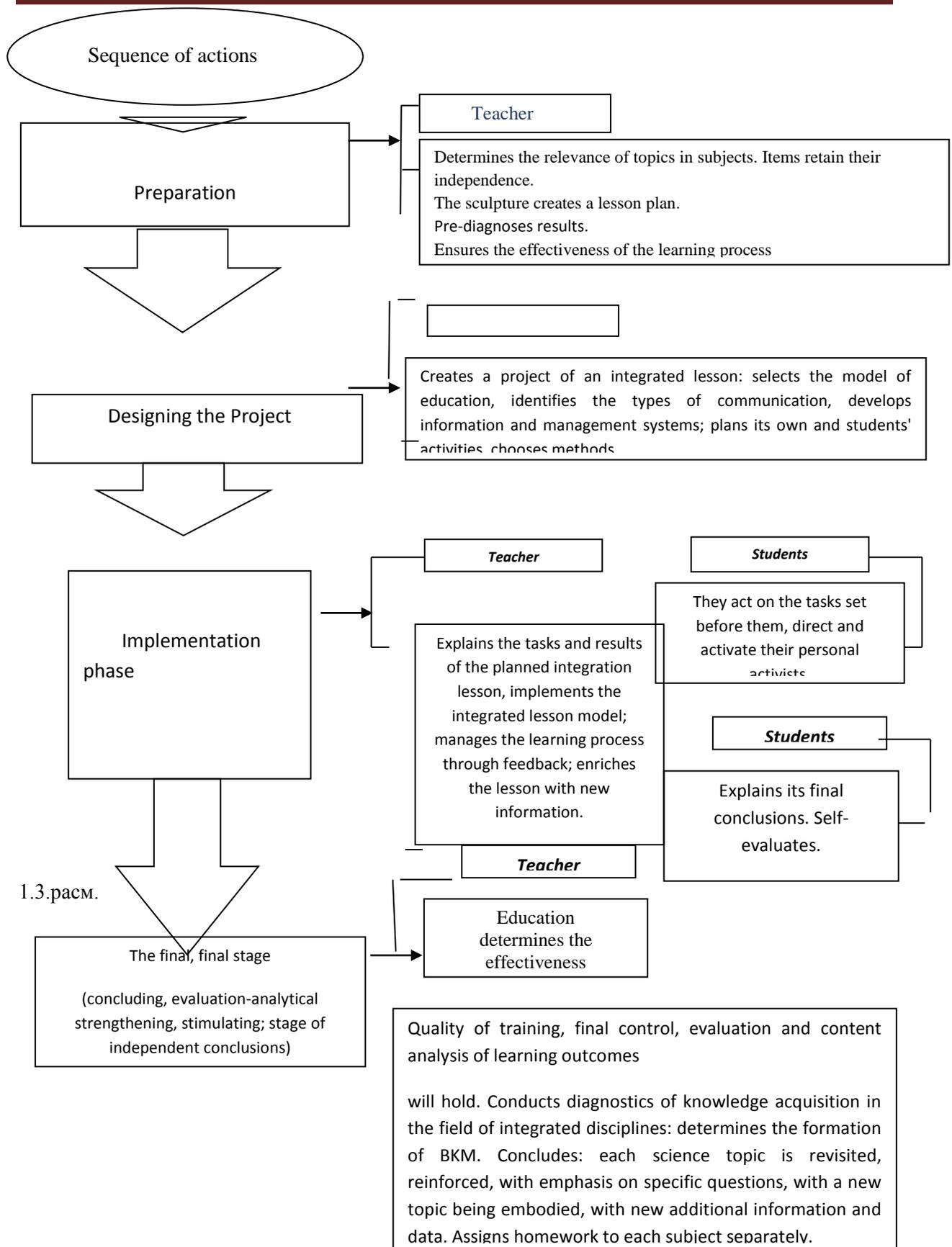
In fact, as a result of the use of integrated technology, favorable conditions arise in the implementation of pedagogical, psychological educational goals; universal requirements are met in harmony; the time, strength of the student is saved; excessive mental and physical stresses are taken over, the effectiveness of education increases; as a result of the harmonization of the necessary skills and skills, concepts and knowledge Recommendations:

- didactic features of integrated technology (orientation to the student's personality, management of educational-cognitive activity, concentration, cooperation, creativity) are manifested by achieving the subject of educational science, the dynamics of internal integration of basic concepts and Knowledge, Skills, Qualification competences with educational goals (educational, educational, developmental). Therefore ;

-criteria for assessing the effectiveness of education through integrated teaching (development of base concepts from simple to complextirib Go, application of problematic situations and harmonized methods, expression of a complex, perfect set of data on the recommended scientific sources on the topic) development on the basis of the application of vertical and horizontal integration of Sciences;

- the methodical component of the didactic model for the organization of integrated learning processes in education should be improved in accordance with the degree of intensification of the re-connection of the consistency of educational actions (preparation, design, implementation, final) with the integrated lesson structure (adaptive, practical, generalization, reflection);

We recommend the holistic system quality model of the integrated learning process. Each teacher can improve it in a creative way (see figure 1.3).





1.3-figure. Didactic model of application of integrated educational technology

- methodological conditions of application of integrated educational technology (interoperability, step-by-step implementation, integrity, inference) stages of education: we recommend the development of a technological map of the integrated lesson (training), which allows to improve the mastered simple concepts, skills and skills, expand and embody knowledge, develop holistic creative imagination;
- the organizational structure of integrated lessons is clearly visible if a set of integrated maps of increasing the effectiveness of education is developed ;
- to develop methodical recommendations on the use of technologies used in integrated lessons;
- improvement of the criteria and parameters for achieving integrated learning outcomes.
- the lesson provides a variety of methods and tools used in the process of applying integrated technology, and it is important to choose the effectiveness of them from within. In this, integrated technologies corresponding to the content of science (subject) and the process of teaching are collected and the guarantee of pedagogical efficiency is selected from among them. When choosing, attention is paid to its appropriateness to the subject (subject) under study and the educational background.

In integrated education, the following principles are applied: the principle of providing systematic knowledge, the democratization of the educational and educational process, the principle of humanization, the principle of relying on pedagogical cooperation; the integration of integration with the differentiation; the specific goal of the educational and educational process; the focus of integrated education on the personality of the reader; the orientation of students; the principle of teaching students to independent thinking and transfer to creativity through the use of problem-solving educational technology in integrated problem-solving lessons.

Conclusion

1. The first feature of integrated lessons is that they are directed to the student's personality. Unlike traditional lessons, integrated education leads the student to development in all respects, upbringing, creativity.
2. In integrated lessons, one or two educators act as the organizer and manager of the educational process. Teacher student collaboration becomes the key element that drives the learning process into action.
3. In the center of integrated lessons there are generalized, systematized teaching assignments, questions, and through them didactic analysis and generalization (analysis and synthesis) is carried out. Students are sent to independent research, thinking, decision-making. Due to the fact that the



different stages and functions of the lesson are transformed into an active process, one is combined with the other, resulting in a holistic didactic process.

4. In integrated lessons, the student team is involved in activities, activities, research thinking, thinking with full coverage:

Ikkilik collective educational and cognitive activities are organized in the form of games, bets, competitions in the triad, quartet (2x2) (3x3) (4x4) or role-playing. Especially the use of problem education guarantees the effectiveness of education in the integrated training of problem situations or the transfer of the problem in the science linkage.

5. An in distance education, as in the case of traditional education, the teacher's pedagogical skill, his creative potential, ensures the effectiveness of the quality of Education.

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