

THE THEORETICAL ASPECTS OF INTEGRATED KNOWLEDGE IN THE PROCESS OF PROVIDING INTEGRATED EDUCATION TO FUTURE EDUCATORS**Radjapova Zuxra Tirkashevna**

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Абстрактный:

Введение: В данной статье в процессе интегративного образования у ребенка формируются комплексные знания о целостности мира, Вселенной, законах природы, общества и взаимодействия людей. Он будет обладать навыками чувствовать красоту природы, наслаждаться ею и восхищаться ею. В условиях глобализации образования более широкое использование междисциплинарности является само собой разумеющимся. Опираясь на принцип междисциплинарности, образовательные организации должны иметь практический тон образовательного процесса.

Ключевые слова: Интегративное образование, дошкольное образование, интерактивные методы, образовательный процесс.

Abstract:

Introduction: In this article, in the process of Integrative education, the child matures with comprehensive knowledge about the integrity of the world, the universe, the laws of nature, nature, society, and human interaction. He will have the skills to feel the beauty of nature, enjoy it, and admire it. In the context of the globalization of education, the wider use of interdisciplinarity is a matter of course. Relying on the principle of interdisciplinarity, educational organizations should have a practical tone for the educational process.

Key words: Integrative education, preschool education, interactive methods, educational process.

Interdisciplinary Integration in Preschool Education

At present, renewed and significant attention is being given to the issue of interdisciplinary integration in the process of organizing education and upbringing in preschool educational institutions (PEIs). In modern education, the concept of integration is widely applied and examined from various perspectives. Literally translated from Latin, “integration” means restoration and completion, while “ratio” implies wholeness. Thus, integration refers to “the unification of various elements into a single whole, the restoration of a certain unity.”

Integration is a process of convergence and interconnection of knowledge that develops alongside differentiation processes. It represents a higher form of implementing interdisciplinary relations at a qualitatively new stage of education and contributes to the creation of a new holistic system—a synthesis of knowledge that forms the foundations of a worldview accompanying a person throughout life. The concept of “integration” was interpreted as early as the 18th century by Herbert Spencer. We also consider integration as a product of intellectual development and interpret it as a synthesis of interdisciplinary connections and forms of education.

Professor R.A. Mavlonova notes that integration means “whole,” and therefore reflects the unification of different components in the process of intellectual growth. To date, no dictionary or reference source provides a universally accepted methodological definition of the concept of “integration.” Despite long-term research, there is still no single viewpoint on this issue, and researchers interpret integration differently.

Integration is no longer merely a connection between bodies of knowledge; rather, it represents the combination of disciplinary processes within a single activity and serves as a new approach to educating and nurturing children. Today, integration does not leave any creative educator indifferent.

Integration focuses on deepening, expanding, and forming interdisciplinary (integrative) knowledge [2]. It is structured based on various types, methods, techniques, and objects of interdisciplinary integration. Teaching children entering preschool institutions by linking knowledge and explaining similarities and differences creates an engaging process that attracts their attention and interest. The foundation of integration is interdisciplinary coherence, which develops into integrative knowledge. Studying subjects with integrative content ensures the holistic unity of future educators' knowledge, working methods, and personal qualities.

The integration of knowledge from different fields is carried out through integrated activities. The basis of integrated education is a holistic system of activity. In forming a scientific worldview, the ability to identify hidden interconnections and ensure interdisciplinary coherence is one of the most pressing issues of our time [3]. When interdisciplinary connections are effectively organized, educators not only increase children's interest in knowledge but also facilitate better mastery of subjects. The systematic implementation of interdisciplinary integration significantly enhances the coherence of the educational process.

The form of interdisciplinary integration depends on the educator's capabilities. An interactive educational course represents a visual system aimed at deepening and expanding integrative knowledge and developing visual mastery skills. The visual education system is constructed based on various types, forms, methods, and objects. The goals and objectives of integrated courses are characterized within the system of natural-scientific education.

In the integrated (visual) branch of knowledge, methods and tools of integration are characterized by the amount of time allocated in the curriculum, the time required for full mastery of the course, the level of children's comprehension, as well as its multifunctionality and diversity [1]. In integrated lessons, considering didactic and psychological requirements, specially organized individual, small-group, and collective activities are conducted. A carefully designed system of tasks of varying complexity requires specific pedagogical conditions to ensure effective mastery of each activity.

Within the integrative educational process, children develop holistically, acquiring comprehensive knowledge about the unity of the world, the universe, the laws of nature, and the interrelations between nature, society, and human beings. They develop the ability to perceive, appreciate, and respect the beauty of nature. In the context of globalization in education, expanding the application of interdisciplinary coherence is highly relevant. The principle of interdisciplinary coherence should acquire practical significance in the educational process. It ensures mastery of complex intersubject relations within methodological disciplines and enables deeper understanding of the internal essence of knowledge, resulting in internal interconnectedness and integrative integrity within various systems [4].

The implementation of interdisciplinary connections significantly influences the quality of education, contributes to modernization, and expands innovative teaching opportunities. When interdisciplinary coherence is ensured, both educators and children increase their interest in activities and improve learning outcomes. One of the main tasks of preschool educational institutions is to form in children a holistic perception of the world as an interconnected unity and to develop their ability to understand global problems and their possible solutions.

Integrated education is therefore an extremely important issue in preschool institutions. Organizing learning centers in mutual interrelation contributes to the formation of holistic knowledge in children. Educators who provide such holistic knowledge must themselves be prepared to deliver integrative instruction. Studying and improving technologies for training future preschool educators based on an integrative approach remains one of the primary objectives.

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