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DEVELOPMENT OF METHODOLOGICAL PREPARATION OF FUTURE PRIMARY TEACHERS FOR INTEGRATIVE TEACHING USING MODERN PEDAGOGICAL TECHNOLOGIES

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Abstract:

This article discusses the problems of the modern education system, the potential of teaching staff, the social significance of the development of methodological training of future primary school teachers for integrative education, as well as the use of modern pedagogical technologies in improving their methodological preparation for integrative education. information has been analyzed.

Keywords: Integration, integrative approach, professional competence, modern technologies, method.

Introduction

Today, the problems of reforming the education system are related to the potential of pedagogical personnel. The development of the Republic of Uzbekistan as a modern state largely depends on the quality of education received by the country's citizens at school. The quality principle is a leading factor not only in improving general secondary education, but also in improving higher education based on relevant achievements in the context of building a prosperous society based on scientific knowledge. Numerous studies show that currently, assessing the quality of education has become one of the most important indicators determining the effectiveness of the education system of any modern country in the world. From year to year, monitoring as an object or tool for research and evaluation at the international level is becoming more popular [1;44 p; 2; 84-89 p; 3;23-26 p].

The level of training of modern primary school teachers determines the educational process in primary school for several years in advance. The shift in the field of education to focus on the individual and create conditions for identifying and developing his potential in various types of activity places new demands on the training of future teachers not only in terms of subject and methodology, but also on the formation of his pedagogical thinking.

Studies and analyses show that the professional competence of a modern teacher lags behind the requirements of rapidly developing educational processes. This situation indicates the

urgency of the problems associated with the development of pedagogical education and improving the training of teachers in the process of continuous education. The seriousness of these problems is undeniable - regular monitoring processes reflect the presence of pedagogical personnel who are not sufficiently prepared to respond to and anticipate the changes taking place as a result of the rapid renewal of the education system, modern social requirements for education, personality and teacher activity, and the state of the system of training, retraining and advanced training of pedagogical personnel that does not adequately meet these requirements[4; 4b]. These problems require serious research on issues such as developing the professional competence of future specialists, developing modern teaching methods, improving the integrative approach to preparing future teachers for the profession, and developing interdisciplinary integration in teaching.

In the explanatory dictionary of the Uzbek language, “integration” is defined as a concept expressing the state of connection of individual parts and elements, their integration, the process of convergence and interconnection of disciplines. It is emphasized that integration is the development of interconnectedness, combining into a whole, making it whole. Integration is the process of combining different parts and elements into a whole. An integrative approach to the training of future teachers is a creative and research activity aimed at organizing a comfortable educational environment that meets the needs and desires of students, ensuring the integrity of their specialized knowledge, skills, practical methods of work and personal qualities and qualities, as well as the goals and objectives of educating them. The integrative approach is used to integrate subjects that are similar in content, related, logically complementary, and interwoven, deepening and expanding, forming a holistic logically complete knowledge, methods of work and action, and personal qualities.

Integrative education is a pedagogical approach aimed at eliminating the boundaries between disciplines and combining different areas so that students can acquire complete knowledge. Scientists who have conducted research in this area have considered the theoretical and practical aspects of integrative education.

A number of pedagogical scientists of our country, including Y. Ismadiyarov, N.A. Muslimov, A.R. Khodjabayev, in their research, have studied the planning and control of improving the quality of education, while scientists such as U.S. Begimkulov, N.A. Muslimov, R.A. Mavlonova have studied the psychological, pedagogical, methodological problems of integrating the teaching process in education and their solutions. The problems of integration in the formation of professional competence of a teacher and teaching were substantiated in their scientific works by scientists such as N.I. Vyunova, V. Kraevsky, S.D. Smirnov. The organization of teaching in foreign countries on the basis of knowledge of an integrative content was reflected in the research of scientists such as D. Coste, B. North and J. Trim, B. Tomlinson. In scientific works on the development of methodological training of primary school teachers through integrative approaches, the issues of establishing a connection between different disciplines of education and considering the educational process as a whole are widely covered. In this regard, the works of scientists such as V.V. Davidov, D.B. Elkonin, and A.V.

Zaporozhets were also touched upon. At the same time, the preparation of didactic materials and methodological manuals in an integrative approach to teaching, their orientation to practice, were discussed by Y.A. Komensky, and D.J. The scientific views of famous educators such as Dewey can be a basis. These studies also help determine the content of practical exercises.

N.K. Chapaev distinguishes the following areas of integration, the purpose of which are:

- expansion and deepening of the subject of knowledge;
- elimination of multi-subjectness;
- reduction of the time for studying the subject (section, the entire course);
- elimination of repetitions;
- change of educational technology;
- elimination of narrow-aspect separation of the subject of knowledge;
- creation of relatively favorable conditions for the development of the learner's personality;
- "peaceful" redistribution of the pedagogical dimensions of roles, games, the presence of certain people or components in the pedagogical process;
- stimulation of acceleration of the development of learners and teachers.

The areas of integration reflect the real needs of learners and teachers in the organization of the cognitive and pedagogical process. These needs, in turn, arise from the contradictions identified by the participants of the pedagogical process during the assimilation and presentation of educational material. A more complete classification of pedagogical integration directions was proposed by N.K. Chapaev. The selected directions of integration determine the composition and structure of the integrative process. The composition of the integrative process is understood as a set of objects that enter into interaction and form a new integral unit. [5; 408 b]

According to V.V. Davidov, the main goal of developmental education is to develop the child's thinking abilities, and the methodological training of primary school teachers in the pedagogical process should be aimed at helping children develop their independent problem-solving and analytical skills. The studies of many scientists emphasize the need to combine elements of logical education in the formation of methodological skills for primary school teachers.

G.I. Skvortsova considers the quality of education to be a certain coefficient of achieving the goal of education, consisting of the level of development.

Level of development:

responsibility of the learner;
ability of the learner to self-develop;
ability of the learner to think critically;
ability of the learner to process various types of information;
ability of the learner to process various types of information;
ability of the learner to creatively solve problems using the knowledge gained [6; 50-56 p.].

Today, the development of methodological training of future primary school teachers for the education system is seen as a socio-pedagogical problem. This problem is related to the following aspects:

1. Increasing the professional competence of teachers: Future teachers should not only know their subjects well in the process of providing knowledge to students, but also be highly prepared in the application of modern teaching methods. This requires the development of their pedagogical and methodological skills.
2. Social role and responsibility: The primary education system is the first step for students in their education, and the role of teachers in this process is very important. Their skills affect the socialization of children, their integration into the community, and their future success.
3. Improving the quality of education: The use of integrative teaching methods in the educational process helps teachers to effectively organize the educational process, which leads to an improvement in the knowledge and skills of students. An increase in the quality of education, in turn, raises the educational level of society as a whole. Improving methodological approaches in the training of future teachers is necessary to improve the quality of education. This will raise the overall level of education in society by preparing more qualified teachers in the future.
4. Application of pedagogical innovations: The introduction of pedagogical innovations into the educational process, including ICT, project-based learning and multidisciplinary approaches, will help prepare teachers in accordance with the requirements of modern education.
5. Social support and cooperation: Social support is important in ensuring the methodological preparation of future teachers. This is achieved through effective cooperation between society, parents and educational institutions. To solve these problems, it is necessary to systematically improve socio-pedagogical approaches, which play an important role in children's education and contribute to their social development.

Any problem solution requires integrated knowledge. The information-educational environment requires the integration of in-depth knowledge, not only the area of scientific knowledge on the problem being studied, but also knowledge of the national-cultural characteristics of the partner, his knowledge and understanding of the world, and views [4; 6b]. The advantages of preparing future primary school teachers for teaching based on an integrative approach have been emphasized in various studies. An integrative approach helps teachers integrate interdisciplinary knowledge and teach students in practical and real-life contexts. This approach increases students' critical thinking, problem-solving, and cognitive skills. For example, the experience of teaching mathematics and natural sciences together often helps students to understand the connections between these subjects more deeply. Research has shown that integrated curricula for primary school teachers in mathematics and science create effective learning environments and engage students in interdisciplinary activities. This approach helps prepare future teachers to understand cross-curricular connections and apply integrative methods in practice. The use of integrative teaching methods also involves students

in projects aimed at solving social, economic and environmental problems, which helps them to consider and solve real-life problems. Research has shown that an integrative approach improves students' skills in STEM (Science, Technology, Engineering and Mathematics) fields. Inquiry-based and project-based teaching methods are widely used in this integrated education. Through these methods, students learn to solve more real-life problems and develop their creative skills.

At the same time, this approach gives students more opportunities to solve problems and make decisions, which develops their creative and critical thinking skills. For the successful implementation of an integrative approach in the education system, project-based learning, cooperative learning, and student activation techniques are widely used. These techniques are also of particular importance in teacher training, namely:

1. Project-Based Learning: In this method, students work on a project to solve real-life problems. During the project, students combine knowledge gained from different disciplines, which ensures integration. Students conduct independent research, solve problems, and present the results of their work.
2. Problem-Based Learning: This method is based on solving problems and develops students' critical and creative thinking skills. Students work together and combine knowledge and skills from different disciplines in the process of solving problems.
3. Game-Based Learning: Game methods make the learning process interesting and motivating. Integrating different subjects through games helps to attract students' attention and ensure their active participation. This method is especially effective for primary school students.
4. Interactive teaching methods: In these methods, students actively participate and communicate with the teacher. Methods such as discussions, group work, role-playing are used in interactive lessons and provide an opportunity to integrate different subjects.
5. Use of technology: Modern technologies, in particular, interactive presentations, educational programs and applications, e-books and other digital tools play an important role in integrative teaching. Technologies activate communication between teachers and students, help to integrate different subjects, and make the learning process interactive.
6. Cooperative Learning: This method encourages students to work in groups. When working in groups, students learn from each other, combining their knowledge and skills, which strengthens the integration between different subjects.
7. Social-Emotional Learning: This method focuses on developing children's social and emotional skills. Social-emotional learning helps children integrate their knowledge and skills in different subjects with real-life experiences.
8. Integrated Lessons: Integrated lessons focus on showing the connections between different subjects. For example, you can create connections between subjects by introducing elements of art in a math lesson or using historical topics in language learning.
9. Reflective Teaching: This method allows teachers to continuously analyze their lessons and develop new strategies to improve their teaching processes. Reflection helps to improve the quality of integrative teaching and deepen the learning process of students.

In the methodological preparation of primary school teachers for integrative teaching, it is very important to develop 21st century competencies in them. These competencies include problem solving, creativity, teamwork, and technological literacy. It is necessary to study the practical aspects of integrative teaching, including the organization of classroom teaching, techniques for connecting different topics in lessons, and the use of interactive methods. These practical approaches will ensure that teachers will be able to effectively conduct any lessons in the future.
An integrative approach can be practically any component of the pedagogical process, any phenomena and subjects: material and ideal objects (concepts, principles, ideas, concepts, theories); activity (methods, techniques, skills, qualifications, technologies); personality (states, qualities, characteristics, motives).
Integrative approaches and pedagogical strategies in education are mainly focused on the following areas:
1. Pedagogical competencies: in modern education, it is important to develop the pedagogical competencies of teachers. Strengthening various aspects of pedagogical competencies, including methodological and psychological competencies, requires special attention.
2. Integrative approaches in primary education: the implementation of integrative approaches in primary education is considered important, and by combining the content and methods of integrative education, it is possible to achieve the development of students' general knowledge and skills.
3. Person-centered education: in the educational process, it is necessary to take into account the personal characteristics and needs of each student, and the pedagogical process should be adapted to the individual characteristics of each student.
4. Methodological education: to focus on the importance of practical methods in methodological preparation and the implementation of pedagogical strategies, educators should know how to properly develop methodological materials and use them in the educational process.
Improving the methodological support for future primary school teachers in organizing integrative education requires a comprehensive approach. To achieve this, the following areas are important:
1. Development of educational and methodological materials: It is necessary to create textbooks, methodological recommendations and didactic materials in general subjects. This will help future teachers integrate the educational process in different subjects.
2. Improving the skills of pedagogical personnel: Teachers in pedagogical universities should undergo advanced training courses aimed at introducing integrative educational methods into the educational process.
3. Introduction of practice-oriented technologies: Technologies such as project implementation, interdisciplinary projects and collaborative learning activities will help future teachers develop their skills in integrating knowledge in different subjects.

4. Creating conditions for research activities: Future teachers should have the opportunity to conduct research in the field of integrative education. This will help them to understand the theoretical aspects more deeply and apply them in practice.
5. Using modern technologies: Information and communication technologies (ICT) make it much easier to integrate different subjects, provide access to various resources and tools for effective teaching. These areas will help to create quality methodological support for future primary school teachers, ensuring professional development in an integrative approach.

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