

FEATURES OF INTEGRATED LEARNING IN PRIMARY SCHOOL, A REFLECTION OF ITS SUBSTANTIVE BASIS IN THEORY AND PRACTICE

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ABSTRACT

In modern education, a number of concepts of personality-oriented education have been developed (E.V. Bondarevskaya, I.S. Yakimanskaya, V.V. Serikov, N.I. Alekseev, etc.), substantiating various approaches to the construction of teaching technologies, and the construction of new according to the conviction of E.V. Bondarevskaya, “educational models, which are themselves,“ an integrated version in which socio-pedagogical, subject-didactic and psychological aspects are originally combined”.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Education is a purposeful and organized process of formation and development in students of the qualities necessary for them to carry out educational activities. In this case, there is a need to determine: is all education (education, pedagogical system) integrated?

For our study, the observation of N.S. Antonova that integrative phenomena in the educational process are observed either in the form of spontaneous or in the form of controlled integration . In the first case, teaching acts only as a potential carrier of pedagogical integration, when the student himself, without the help of a teacher, uses the knowledge or skills, personal experience, analogies, etc., formed in his subjective experience to resolve the educational situation that has arisen . In the second case, training (integrated) in a rationally designed integrative content purposefully promotes, firstly, the formation of ideas about the integrity and diversity of the world and a person’s place in it, and secondly, the development of knowledge, skills and skills, necessary to create this integrity in semantic neoplasms of the subjects of learning.

The organization of the educational process, which initiates the sense formation of students by means of didactic integration, involves turning to a more radical psychological view of the integral essence of a person (A.B.Orlov). We are talking about a scientific position, according to which a person ideally represents a unity of the essential and the personal, their interpenetration, coincidence. “A person’s personality is a social in nature, relatively stable and intravitaly emerging psychological formation, which is a system of motivational-needful relations that determine the interaction of the subject and the object.” Cognitively “persona” and affectively “shadows”, emphasizing the motivational zones of the personality, are caused by circumstances related to the plan of interpersonal relationships. They “arise in the personality of a child solely because he is forced to communicate with adults who already have their own“ personas ”and“ shadows ”. ... Personality begins to appear as a disintegrated set of different zones. A person becomes adequate not to himself, but to a predetermined and often ritualized communicative and value cliché ”[1, p. 166]. At the same time, as noted by Yu.M. Orlov, “false self-identification (usually this is identifying a person with one or another of his subpersons) is dangerous because it deproblematizes the inner world, creates the illusion of self-evidence, ... closes access to his essence for a man ”[2].

“The dual nature of man,” notes I.V. Abakumova, “gives rise to two different psychological and pedagogical strategies for the meaning-formation of students in learning, both in general and in its integrative-semantic

links. The meanings of students generated by integration can be divided into two categories. ” The first is made up of meanings “that are, of course, based on personality, but asked from the outside by integrative connections at the level of objective values and perceived by students as the norm due to the methodological manipulations of the teacher” [1, pp. 240-241]. With this approach to teaching, the teacher seeks to ensure that the fact being studied (phenomenon, event, concept, image) is revealed to the student holistically, but with the only meaning that is prescribed by the educational standard, teacher’s position, curriculum, etc. P. Another category is made up of meanings “originating in areas of self-actualization of the personality and beyond, in the border areas between the person and the essence of a person, in the inner layers of his “ I ” [1, P. 242]. And here the position of the teacher becomes support for the free activity of students, situations of choice, acts of self-realization of children, creative acts, situations of self-expression, re-transformation, meaning, contemplation, surprise.

In the framework of our study and based on the provisions of this theory, we single out the first problem that is of fundamental importance for an elementary school teacher:

1. How to organize the process of assimilation of knowledge so that they integrally “enter” the personality of the child, ie how to solve the problem of harmonization in the child of the subject (inner "I") and object (cultural values), the semantic integration of the figurative and logical, personal and essential in the learning process? Substantive integration at the didactic level plays the role of a leading means of resolving the contradiction between the holistic nature of human thinking, which, however, is limited, however, in the context of educational and cognitive activity by the age-specific features of the younger schoolchild, and the summatically discrete nature of assimilated scientific knowledge that reflects in its fields mosaic picture of the world. The following problem arises from this contradiction:

2. How is the primary schoolchild's knowledge of the surrounding world and the development of knowledge accumulated by humanity over many millennia? The degree of adequacy of the reflection of the world as a system object depends on the solution of the first problem, without which it is impossible to construct a synthetic picture of the world. In the second case, we are faced with an alternative: either orient ourselves in the cognition of reality on the strengths and abilities of the child, but then it becomes necessary to truncate the object of cognition to a minimum (and this is equal to the rejection of sociality - that is, the return to the original animal state of a biological individual that does not need a collective thinking, speech). Or focus on a multi-disciplinary environment, which will inevitably lead to differentiation of knowledge, and therefore to the destruction of the holistic worldview of the child.

Of crucial importance in resolving the problems posed is the need to consider the concept of “logic of the educational process” in order to search for potentials to ensure the integrative nature of the content and the foundations of the integrated activities of students.

For the first time the concept of “logic of the educational process” was introduced in didactics ku in the early 60s. XX century M.A. Danilov [1]. However analysis classical didactics allows us to assert the significance of data processes in a historical perspective, which is clearly manifested in labor dah Y. A. Komensky, F. A. Diservega, K. D. Ushinsky and others. Various.

The aspects of this problem were considered by Yu.K. Babansky, E.V. Bondarevskaya, A.Ya.Danilyuk, M.I. Makhmutov, V.S. Ilyin, V.V. Kraevsky and I.Ya. Lerner, V.T. Fomenko and others.

“The logic of the educational process,” notes M.A. Danilov, “expresses the internal connection of those facts, generalizations, concepts and patterns that are learned by students. The internal connection of the educational process is characterized by the fact that each new generalization, concept or law of science appears to students motivated as a necessity .. ”[1, P.58]. According to L.V. Zankov, the integrative essence of the logic of the educational process lies in the need for not external, but internal connections between the elements of content, which are determined not by the fact that the study of individual modules is adjacent in time, but by the fact that each ratio of the parts is made. The series marks the progressive movement in the formation of the system of knowledge in schoolchildren [60, P.82]. The author decides the location of the content of the subject and the action with it in time in relation to learning in general, but it is essential for us to consider how the logical and temporal dependencies correlate in the initial structural components of the content during its integration.

Based on the structure of the content of education (I.Ya. Lerner) and the three-level gradation of the integrative process (Yu.S. Tyunnikova, V.T. Fomenko), as well as on the classification of variation of the components of the content (I.V. Abakumova, N .V. Koshmina, S.G. Shpilevaya, and others), we assume that the integration of the content of primary education is clearly manifested in the synthesis of structural components at the following levels: a) in-house integration - the integration of concepts, knowledge, skills, etc. P. inside separate study subjects; b) intersubject integration - a synthesis of facts, concepts, principles, etc. two or more disciplines; c) transobject integration - the synthesis of components of the main and additional contents of education [5].

A special kind, both in the problem of integrating content and in the problem of meaning-forming processes, is the integration of individual facts and fragments of culture into “ultimate meanings”, and “semantic units of life” - extra-objective integration. It can be attributed both to the variety of intra-subject integration, if the “ultimate meanings” do not go beyond the boundaries of a particular subject area, and to the level of inter-subject integration, if the events and facts of various objects and subject areas merge into the semantic unity of educational areas. It can also be trans-objective integration, in which the disclosed meanings

The facts may belong to one or another educational field, but their “ultimate meaning” goes beyond the boundaries of a specific educational sphere.

In our opinion, the indicated levels of content integration allow us to expand the semantic divergence (different quality) of the educational material in elementary school, the possibility of developing the personality of a younger school student in more varied manifestations, at a higher level of semantic saturation. The subject matter of training in the system of DB Elkonin-VV Davydov is organized in movement from the whole to the elements. Considering the "fundamental concepts of the theory of developing learning," VV Davydov determines the construction of the content of education on scientific theories. The integrity of knowledge, its theoretical unity is ensured by the concept underlying the theory. Pupils initially master this concept, this “substantial abstraction”, and the theoretical system as such becomes available to them even before they have mastered all the significant elements that make up it [50, P.72].

The harmonization of the relations of the whole and the part in the systems of developing education consists in the fact that the educational content, which is built sequentially in traditional systems, in parts, is studied here at the same time both as a sequence of parts and as a whole. Consequently, the structure of the student's activities should be adequate to what has been said, which, in turn, involves special work to highlight the objective content of conditions that ensure the successful application of actions in a given area, programming the basis of actions through a deep study of the educational content .

An example of horizontal integration is the idea of enlargement of didactic units (UDE), developed back in the middle of the 20th century by P.M. Erdniev, V.F. Shatalov and S.N. Liseikova. It was considered from the point of view of its capabilities for constructing a holistic modern technology of education, which to the maximum extent possible realizes the task of developing all areas of the student's personality, and, above all, intellectual.

It is established that a person with modern teaching practice implements no more than 10% of his intellectual abilities. The teaching technology, based on UDE, reveals and drives the huge psychophysiological reserves of the brain of each student. The result of UDE also becomes "self-development of knowledge associated with the actualization of the reserves of the subconscious and coordinated activity of the logical and figurative (left- and right-hemispheric) mechanisms of thinking" [2].

The idea of UDE meets the tendency of modern knowledge to integrate and synthesize information and approves the concept of lifelong education in pedagogy. During the transition to enlarged topics, uniting groups of related concepts, a completely new knowledge arises in the student's mind, because thanks to the UDD, special information is comprehended: communication and transition from one element to another, accessible to comprehension only within the framework of a large unit of assimilation [2,183]. This ensures the construction in the child's consciousness of a holistic image of knowledge.

In order to master the correct punctuation in Russian, you need to master more than a hundred rules. Each rule is assimilated separately, i.e. the approximate basis of the recognition action includes private features of the language situation. From here it is easy to understand why elementary school students find it difficult to apply the necessary rule. Studies have shown that these rules are aimed at performing three functions: combination (words or sentences), separation (words or sentences), separation (words or sentences). It is clear that when teaching students the ability to highlight the necessary function with a comma in the sentence structure, there will be no problems with its setting.

Understanding the principles of intrasubject integration will allow the teacher to design their own lessons and the learning process based on UDE. In UDE technology during training, it is important to distinguish the following main elements:

- the simultaneous study of opposing and related concepts;
- the use of deformed exercises;
- independent preparation of exercises by students on the basis of comparison and generalization, induction and analogy;
- a possible increase in difficulty: the assimilation of several rules and definitions at the same time, which increases the information capacity; two-line logical structure (real plus past material); access to future knowledge based on curtailing educational information (complementarity of evidence-based reasoning);

- actualization of all four carriers of educational information: word, figure (figure), number and sign (symbol), and in different combinations, the initial formation of a large unit of assimilation can be any of these sources of knowledge in different combinations, depending on the situation .

UDE provides a connection, often violated in ordinary practice, between historical and logical knowledge; increases the role of propaedeutics (determination, in the terminology of S.N. Lysenkova) of knowledge and, at the same time, of building up initial information through its development and enrichment by students themselves.

The advantages of intra-subject integration over the generally accepted teaching methodology are explained psychologically - relying on the pattern of productive thinking. Within the framework of the enlarged unit of assimilation of knowledge, the meaning of one or another concept is revealed, or, as philosophers say, through its other. The subjective experience of students, the content of which is the willingness to orient in diverse "situationalized" but meaningful senses of texts, allows one to selectively "rake" material that is significant for oneself and make it "alive". Here it is possible, as I.V. Abakumova observes, "the solution of the supertask: ultimate meanings, becoming contiguous in the integrative semantic context, increase the overall semantic result of the process not at the expense of what is taught, but due to what is revealed, comprehended in real life contexts "[1, P.257].

Teachers are called the implementation of the idea of UDE not without reason the method of opposition. "The combination of several linguistic phenomena in one moment at the same time creates conditions within it for the formation of strong contradictions, and, therefore, it favors the activation of students. With a certain correlation of elements, their thought continuously falls into a state of conflict, excitability, as a result of which the elements themselves are assimilated "[182, P.86]" The opposition makes our healthy thinking easier and faster, "the great Russian physio- Log I.P. Pavlov. The efficiency of the UDE technology, proven practically, is also explained by the fact that the memorization of a large block of knowledge is performed within the active phase of the RAM (20-30 minutes), i.e. during the lesson.

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