



Use Of Integrated Educational Technologies In Higher Education

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Abstract: the article talks about integrated educational technologies used in higher education.

Keywords: Improving the quality of science education, integration in science; goals of the integrated lesson, levels of integration.

Updated intellectualized educational content on improving preparation for the organization of integrated intellectual activity in education. Currently, the process of intellectualization of society's development is an important factor in preparing future specialists for innovative activity, and it is natural to ensure such a factor. lajak is implemented on the basis of training teachers to organize intellectual activity. At the same time, it can be noted that a teacher who has the skills and abilities to organize intellectual activity will easily enter into innovative processes and he himself will be innovatively developed. This issue has been raised to the level of state policy, that is, by the decree of the President of the Republic of Uzbekistan No. PF-2564 dated November 29, 2017, the "Ministry of Innovative Development of the Republic of Uzbekistan" was established, and the "Scientific and Technical Center of Innovative Development" was established under this Ministry. " was also formed. The adoption of such state documents is certainly not without reason, recently terms such as innovative and advanced specialist have come into use. The reason for this is that intellectual potential, such as information and intellectualization of society, and corresponding intellectual activities are becoming the driving force of society's development. In view of this, scientists and leading specialists around the world are paying great attention to the formation of future teachers so that they can organize intellectual activity. Among them, the work of preparing future teachers for the organization of intellectual activity is considered very urgent. The reason for this is that future teachers will participate in the training of all future specialists in one form or another.

From birth, a child learns the world based on the simplest ideas. Sensing, imagining, understanding, realizing, striving for the essence and reaching it and reaching a certain conclusion - the stages of the formation of the concept are affected by education. This effect is initially focused on the child's thinking process. Therefore, in today's philosophy of education, it is interpreted that integrating the purpose of education with the content allows to learn and understand man and society, man and nature as integral, integral, interdependent processes. Integration of natural, scientific and humanitarian knowledge in the "nature-human" system requires the priority of certain didactic principles. These principles are reflected in the content of integrated technology.

Methodological foundations of integration in pedagogy have been determined by a number of scientists: didactic, psychological and philosophical interpretations of important



stages in the child's development; an approach to the pedagogical process based on the principles of coherence and integrity; psychological views on the connection of the education and upbringing process with the human psyche. Davletshin, B. Kadirov, B. Umarov, Z. Rasulova, P. Ergashev were widely studied by psychologists, while the problem of integration in education and didactic principles were studied by scientists such as R. Safarova, E. Turdiqulova, R. Mavlanova. clarified. They distinguished the following concepts: integration process, integration principles, integrative process and integrative approach.

The principles of integration include all educational components in the educational process, all parts of the system of the educational process, inter-system interaction. The principle of integration plays an important role in determining the purpose of the educational process, determining its content, forms and methods [4]. The principle of the integrative approach applies to all components of the pedagogical process and represents the whole, integrated and systematic nature of the pedagogical process.

The integrated process in the field of education can be divided into three historical periods:

	Stages	Years	Factors
1	Stage 1 (1 period)	1920-1940 yy	Mutual integration of education and upbringing
2	Stage 2 (2 periods)	1950-1970 yy	Interdisciplinarity
3	3rd stage (3 periods)	1980 yildan boshlanadi	Fundamentalism

The first period of integration of the educational process is related to the labor school (1920-1940). The integration of the labor school was developed by the famous American philosopher and educational scientist John Dewey. At this stage, work was carried out based on the idea that the main factor of integrated education is the integration of education and training through work.

The second stage of the development of integrated education is characterized by interdisciplinary communication (1950-1970). At this stage, the integrated technology was formed and developed through the connection of educational subjects with each other in a meaningful and sequential didactic relationship.

The third stage of integrated education can be called the fundamental stage. It started in the 1980s. Therefore, the goal of introducing integrated education is to ensure the unity of education and upbringing, and other issues will be addressed later [1]. This approach is based on: providing students with fundamental knowledge in the human-nature system; an attempt was made to deeply inculcate spiritual and ecological concepts; the main idea is to explain that only careful treatment of nature ensures the security of human future.

The advanced ideas of this approach include unity, goal orientation, the unity of man and nature, and the understanding of the heavenly determination of the human-nature system. Since the 80s, the following principles have prevailed:

Principles - humanization, it is the integration of natural-scientific and humanitarian



knowledge in the "nature-human" system, the formation of personality through students' understanding of existing relationships in nature, the priority of the formation of students' way of thinking related to specific knowledge about nature, the future didactic adaptation scientific is to select material from various fields that are relevant to the research

Development of the child's personality and formation of holistic concepts about the world aimed at self-development; humanization; integration of natural-scientific and humanitarian knowledge in the "nature-human" system; Perception of the environment based on holistic, embodied knowledge, formation of personality through students' understanding of existing connections in nature; encourage students to think based on existing knowledge about nature; selection and application of materials and information from various fields that are suitable for future didactic adaptation scientific research

In the years of independence, the following principles have been given priority in providing students with systematic knowledge: the principle of integration and differentiation; humane attitude of the teacher towards the student; orientation of the educational process to a specific goal; the focus of integrated education on the personality of the student and his age characteristics are taken into account; focus on activating students and forming a perfect person; the integrated educational process is based on cooperative pedagogy; the fact that the integrated approach relies on pedagogical cooperation and focuses on student activation; use of problem-based learning technology in integrative problem-based classes; teaching students to think independently; encouraging students to be creative.

The influence of integration processes in the field of education on the socio-cultural development of society is undeniable. In the stabilization and improvement of the educational system, ideas focused on integrated educational technologies gain methodological importance. In particular, the essence of integrated technologies in primary education is the process of providing students with systematic knowledge. As a result, elementary school students learn to perceive the environment based on holistic, embodied knowledge. In integrated education, the age characteristics of students should be taken into account. The world around us, the lesson of reading, is perceived in a variety of colors: through artistic representation, through tones (music), color images (visual arts), natural landscapes (—The world around us!). An opportunity is created to systematize the acquired knowledge from these educational subjects.

Integrated lessons teach understanding, imagination and knowledge, understanding of the coherence of events in children's worldview. It should be taken into account that the integration of educational subjects in the elementary grades of schools may cause problems of integration due to the fact that there are different ideas and opinions, contradictory and not coherent. We recommend following the principles of integration in solving this problem

The principle of integration and differentiation. The development of the theory of integration in the teaching process is important for the development of scientific pedagogical concepts. Integration is closely related to differentiation. This unity is clearly manifested in the way students build the structure of their aspirations to understand the knowledge they are getting.

Implementation of the integration process in primary education has various complications. Because integration is more convenient in higher classes. But there are specific



complications of using it in primary classes. Psychological foundations of interdisciplinary integration are especially important in elementary school.

One of the important features of the ability to remember the educational material is to have a psychological effect on the student, and the main knowledge is mastered by separating the main points of the concepts to be mastered for the student and connecting them to the previously mastered concepts. The following conclusions can be drawn from this: —Acquiring the methods of learning the subject of study, when mastering the second subject, the student's analytical-synthetic activity is focused on finding solutions to problems directed to the main goal, and finally, general and separate problems are integrated, aimed at solving from the interrelated points. Therefore, the active work of each teacher should be focused on strengthening, expanding and deepening interdisciplinary relations, finding the main and auxiliary solution for harmonizing teaching and education of students. Taking into account that little attention is paid to the issue of interdisciplinary integration in the current educational practice, it can be said that integration is a high level that shows the harmony of these disciplines. In this direction, pedagogues, psychologists and methodologists should work together. Only then can we turn integration into an activation tool for mastering in elementary grades, relying on the psychological foundations of interdisciplinarity.

The use of pedagogical technologies in the education process of our country has led to the organization of classes in a colorful and interesting way, and wide opportunities have been created for in-depth learning of educational material. It's no secret that traditional teaching methods are used in our schools. However, in the implementation of reforms in the field of education, he found practical proof that the opportunities of traditional education are limited, important educational problems are not being solved, through a number of pedagogical experiences. With this, the educational achievements of developed countries are used. In addition to using young people to study in foreign countries, teachers are also involved in learning best practices. In fact, the importance of modern pedagogical technologies in the development of the young generation as an educated and enlightened person is incomparable. Ensuring that the acquired knowledge, skills and qualifications meet the requirements of world education standards is one of the urgent problems of today. Educating young people in the spirit of loyalty to the Motherland and the ideas of national independence, using technologies that guarantee efficiency in the field of education and training has become the need of the hour.

Integrating primary school lessons puts the following tasks before the teacher in effectively organizing the educational process:

- clarification of the purpose of education;
- clarifying the task of education;
- development of the subject of education;
- choosing methods suitable for the content and purpose of education;
- development of educational tasks appropriate to the intellectual potential and age of the learner;
- creating a lesson project;



- pre-selection and preparation of effective forms and tools of education (teaching manuals, educational technological tools-information techniques);
- development of criteria and control mechanisms for determining the result of education and its effectiveness, and preparation of test tasks for objective assessment of the quality of acquiring knowledge, skills and qualifications in accordance with the criteria for assessing the level of learning of learners.

The principle of focusing integrated education on the personality of the student. It makes it possible to ensure the harmony of educational, educational and informational development goals in the implementation of Taim's goals, especially in the creative approach to it. Every teacher should be able to analyze his own activities while conducting classes and draw appropriate conclusions based on this. If the teacher cannot evaluate the effectiveness of the training, he does not seek to eliminate his mistakes, as a result, the creative approach in his work is not realized. The organization of a lesson based on integrated technology means that the teacher has taken a step towards creative activity. At the same time, in order to achieve the guaranteed quality of education, there is an obligation to perform the following tasks through integrated technologies:



Determining the educational efficiency of the teacher in the use of integrated technologies in the course of the lesson is an important factor in evaluating whether he is conducting education correctly.

In fact, as a result of the use of integrated technology, favorable conditions are created



for the implementation of pedagogical and psychological educational goals; general didactic requirements are fulfilled; student's time and energy are saved; excessive mental and physical stress is prevented, educational efficiency increases. As a result of harmonizing the content of educational subjects, students will have the opportunity to thoroughly master the necessary skills and abilities, concepts and knowledge.

In the course of the task integration lesson, students are expected to perform various exercises and tasks in an integrative manner. In it, tasks are given sequentially, and they are also implemented through pedagogical and innovative technologies. This accelerates students' learning and develops motivation for classes. It allows students to work individually, in pairs, and in groups, as well as to exchange ideas and help each other.

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