

THE ROLE OF ORAL SPEECH IN THE DEVELOPMENT OF STUDENTS' ECONOMIC THINKING BASED ON THE INTEGRATIVE APPROACH

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Abstract

The article highlights the relevance of integrated education, research activities of students in English lessons, the essence of competence, topical issues of the formation of research skills of students.

Keywords: Research skills, competence approach, competence, integration, integrative approach, interactive forms of learning, integrative lesson, integrative day.

Introduction

The analysis of the modern approach to the quality of education shows that in general education schools it is effective to be able to systematically raise the level of education, knowledge, and experience of students throughout their lives and solve problems that arise in everyday life using life experience, create a database, select the main ones and analyze them. This situation increases the creative activity of students, lays the foundation for the formation of research skills in English lessons, which is extremely important when students choose their professional direction.

The adoption of the state educational standard, which is now based on a competence-based approach, is explained by huge changes: in particular, a radical change in the state and society, information and communication tools that have entered our lives, modern production technologies based on the latest achievements of science, and the emergence of a special thinking of young people radically different from the previous ones.

Interactive forms of learning, technologies are intensively introduced into the educational process – an integrative lesson, an integrative day, methods that encourage the student to think critically. Thanks to the globalization of education and the organization of a healthy and problematic educational environment, work is being carried out on the organization of integrated education, which serves the purpose of co-education of children. Integrated professions are emerging. The role of integrated education in the formation of students' research skills is especially important.



The application of an integrative approach to the process of forming research skills among students and the use of information processing technologies in it is a kind of innovative approach in the pedagogical field, with the help of which positive qualitative changes and high efficiency in the research process are achieved.

And the solution of these requirements depends on social and technological reforms. All these reforms are based on the formation of research skills among students in English lessons.

As is known, integration (Latin *integratio* — restoration, replenishment, integer — derived from the whole word) is 1) a concept expressing the state of interconnection of parts and functions of a system or organism, as well as the process leading to such a state; 2) the process of convergence and interaction of sciences, accompanied by differentiation; 3) mutual coordination and the unification of the economy of 2 or more states.

The integrative approach is the process of determining the only correct conclusion based on the interdependence of an infinite number of small parts that make up information, their integrity, a single whole.

This approach consists in the fact that the didactic system of the studied knowledge has a deep meaning, a systematic approach to knowledge, teaching the most appropriate ways for students to acquire knowledge.

The integrative approach is used in the implementation of research methods of an integrated approach to educational and educational processes, a systematic approach, system analysis, as well as the use of methods of induction and deduction of cognition.

An integrative approach that considers education and upbringing as a hierarchical system guarantees a positive effect when conducting research on them.

The educational process develops when technologically advanced educational activities are carried out, which, with the help of teaching tools, assess the impact that a teacher has on educators in a certain context, in a certain sequence, and the result of education in the process of control.

The integrative approach consists of a complex integrative process that includes the analysis and planning of the problem, covering all aspects of knowledge acquisition, evaluation of the solution of the problem, taking into account the methods of organizing activities.

Integration is the unification of the goals and objectives of teaching in the educational process into a single whole.

Integrative function - this function is the link that connects general education and vocational education. It combines a complex of all the constituent elements of the content of education – knowledge, skills, qualifications, norms, pedagogical systems: the organization of systematization of knowledge, the formation of skills to be able to establish in students the presence of mutual integration and a comprehensive connection between phenomena, concepts, ideas, theories that take place in various subjects and in technical, technological processes; providing an explanation of the fact that these connections contribute to the deepening of scientific and professional knowledge; assumes that students develop skills for the correct formulation of goals, criteria and tasks of techno-economic, socio-ecological, organizational



and pedagogical systems based on knowledge and skills acquired when solving creative tasks in a theoretically correct technical and practical way, studying various academic subjects.

Integrate - translated from Latin "integer" - means community, "integrara" - filling, creating, restoring community, and the problems of ensuring harmony in the content of education are also considered an area of study of integrations. And in education and upbringing, it generalizes the formation of knowledge, concepts, skills and competencies, bringing them to the form of a law or rule.

The concept of integration is an important scientific term, which is considered a methodological tool in generalizations, summaries, since it is used to create algorithms for general harmony between the content of processes and phenomena.

When carrying out research work and generalizing and filling educational content in various disciplines, the integration process always turns out to be useful and helps to guarantee the achievement of the intended goal.

An integral part of the content of the teaching is the understanding of interaction, communication, the process and results of the transition into each other, the synthesis of knowledge, activities and talent (ability) as a complete system. The school of general secondary education requires the formation of research skills in students to teach academic subjects, including social sciences, natural sciences with natural sciences with exact sciences and exact sciences with links to social and humanitarian disciplines. Because, firstly, solving problems requires comprehensive measures, to achieve which it will be necessary to look at the problem from different sides, and this requires knowledge from different disciplines. Secondly, in the system of general secondary education, the elements of research manifest themselves only in interdisciplinary dependence, not reflected on the basis of a specific subject. Because it is impossible to fully realize this within the framework of any science. At the same time, the opportunities for the implementation of creative research in the process of teaching different disciplines are not the same. They are determined by the specific tasks and content of science. For example, if the meaning, structure and other features of words found in the subjects of the English language and literature are studied, then in historical science the meaning of the concepts of periods, historical personalities, states and the above sciences in historical periods is studied.

Consequently, research activities at the school are interdisciplinary in nature, and research skills are mastered in a variety of aspects, namely in the interaction of the native language and literature, history, technology, English, geography, biology, algebra, geometry, chemistry, physics and other fields of science.

On interdisciplinary connections, the essence of its content, its importance in improving the effectiveness of the educational process in different periods B. L. Farberman, R. G. Mosina, B. S. Abdullayeva, A. Abdukudusov, N. J. Scientific research was conducted by researchers such as Isakulova.

In the formation of students' research skills, it is important to have a unified information space of Internet sites, educational institutions in an informatized society, where the development of new learning technologies is rapidly changing.



Research activity based on interdisciplinary education encourages secondary school teachers to approach educational research issues in the same way. Therefore, the teacher should not only have deep theoretical knowledge in his science, but also possess modern methods of searching for various inseparable professional problems. This circumstance expressed the essence of our work, since, reflecting the development of the main directions of the research potential of students, in this process a personality is brought up that is able to effectively manifest itself within the framework of the system of continuing education as a full-fledged process of personality formation based on generalized education, capable of performing all types of professional pedagogical activity.

When directing students to research work in English lessons, the goal pursued by a specific educational process is taken into account.

When setting educational goals, it is recommended to take into account the following requirements:

1. The fact that the analysis of existing needs and problems serves as the main basis for setting goals, firstly, initial opportunities, funds, and secondly, reserves, etc.;
2. The fact that goals are relevant enough to solve important problems;
3. Goals should be challenging but realistic;
4. The fact that the goals are formulated (indicating the exact level of the desired result and the duration of its achievement) (the easier it will be to determine whether they have been achieved);
5. The fact that the goals are diagnostic, stimulating, motivating;
6. The fact that the goals correspond to the tasks facing the student, to be within the framework of development in the near future;
7. The fact that the goals of joint activity are known to all its participants, understood and perceived by them (this requires unity of collective activity and goals);
8. The smaller the specific goals, the larger they are and more likely to be subordinated to long-term goals and aspirations.

Conclusion

Based on the above, it can be concluded that for the development of new educational technologies of modern information and communication technologies, all the necessary opportunities can be available, taking into account the didactic principles of the organization and management of the educational process, the basic rules of the personal-activity approach and the specifics of students based on personality-oriented integrative approaches to learning. Interdisciplinary communication in improving the quality of education is a pedagogical problem, a principle, a method, an important effective tool.

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