

A MODEL FOR FORMING THE SKILLS OF DESIGNING INTEGRATIVE LESSONS IN STUDENTS

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Abstract

This article presents a model of students' ability to design integrative lessons. Integrative lessons combine different disciplines and fields of knowledge to help students think more broadly, develop creative problem-solving skills, and develop practical skills. The main components of the model are the use of innovative methods in the educational process, the active participation of students and the use of interactive teaching methods. Through this model, students deepen their knowledge and gain practical experience in solving real-life problems.

Keywords: time, education, innovation, scientific research, science, pedagogy, cluster, technology.

Introduction

Positive changes and modern approaches in the education policy of our country can be explained by the transition to a person-oriented pedagogical position. One of the tasks of modern education is to create conditions for all participants of the educational process and give them the opportunity to show their creative abilities. It is impossible to solve these problems without making changes in educational processes. This justifies the need to step into a stage based on completely new ideas, approaches, principles and directions for the implementation of educational reforms. The creation of new mechanisms, especially in the development of the continuous education system, has become a vital necessity of today's globalization processes, and this, in turn, requires the improvement of the quality of education and its modernization. Effective development of the field of education based on the principles of integration, state educational standards, determination of priority directions of educational activities in educational institutions, improvement of cooperation between higher educational institutions, creation of "school-laboratory" complexes within the educational network, educational services, resource centers requires the development of the organization.

The Main Part

The trends of integrative importance arising from the priorities of the educational policy, the adoption of educational standards for the content and organization of the integration processes, not only from the point of view of the interdependence of knowledge in subjects, but also

teaching also implies the compatibility of technologies, methods and forms. It consists of such standards as creating a basis for the unification of educational subjects, developing general approaches to the formation of an educational structure, determining the value superiority of an educational institution, and it is a condition for the formation of state policy and civil society, which is a democratic method of education. At the same time, it is subject to the principles of attracting young people to social life, which is one of the important elements of the era of globalization. This task allows for joint implementation of conditions such as democratization of education management, expansion of free management, conditions for cooperation of all educational subjects, conditions for establishing an indicative basis for beneficial actions, as well as self-management, self-evaluation. The introduction of leading trends in the development of educational activity is carried out through the influence of existing innovations in the form of education and the system of individual activities of educational subjects (leaders of educational institutions, students, parents) and as a social phenomenon, it is motivational, material-technological, resource-ecological and is developed based on effective directions. Thus, the main ideas strengthen the integrated technological chain of the paradigm of development of society and education based on new approaches. Because of this, school activity based on recognizing the values and dignity of human life creates an opportunity for the development of ideas created in innovative ways. [1]

Regarding the fact that increasing the quality and efficiency of the educational process is the basis of our future development, Mahmudhoja Behbudi said, "Educational work needs to be carried out in connection with social life and world events. He expresses the opinion that the family and parents have a special position in the education of young people, and school education and family education should be carried out in harmony.

It can be concluded that the person is the main subject and object of the personnel training system, the consumer of educational services and their implementer. In this sense, as a person in our national model, bringing up the tasks of educating young people who are educated, morally and morally mature, physically strong, loyal to their homeland and people, who have absorbed the national idea into their minds, and who have matured in all respects, is now relevant and of national importance. can be evaluated as having a task.

For this, every parent, teacher, and coach needs to see a person first in the person of each child. Based on this simple requirement, the main goal of the education sector should be to make our children grow up to be perfect people who have independent and broad thinking skills and live consciously, and should carry out education and upbringing work harmoniously. [2]

S. Zohidova, on the basis of professional socialization of future teachers with the help of interactive educational strategies, "One of the main tasks of the modern education system, which helps to modernize the education system and fully adapt it to the individual's capabilities, is initiative, independence, creativity in students" considers it important to determine and develop their qualities. If we approach it from this point of view, one of the main conditions for the modernization of the system of training specialists and ensuring the effectiveness of pedagogical activity is the development of an interactive approach to professional activity in them. Therefore, interactive education provides and develops personal independence, which is an important factor in the development of creative abilities in future professionals. [3]



B.Abdullaeva stated that interdisciplinarity is a social process, and it is a "permanent" process of deeper cognitive penetration of subjects connecting disciplines into the legal relationships and practical factors of their natural, social and personal existence. When it comes to the integration of sciences, we believe that it would be appropriate to explain that all sciences are aimed at understanding the laws of nature. The peculiarity of the correct perception of the possibilities of interdisciplinary communication in the educational process is that students understand that these objects are meaningfully connected to each other, that one complements the other, and that they cannot be studied separately. [4]

The importance of interdisciplinarity serves to unite the elements of the educational process (form, content, methods and tools) into a whole system, i.e. integration. It should be emphasized that interdisciplinary integration is one of the most important factors of quality and efficiency of education. In the implementation of the integrative approach, in the sequence of learning academic subjects, the study of one subject helps the study of another subject, the use of the same approach to the formation of common concepts, skills and abilities in the subjects, and the ability to widely use the knowledge, skills and abilities acquired from other subjects in the acquisition of skills related to one subject. must [3]

In subject integration modeling, the planning of lessons based on two or three subjects, the motivation of learners to study, and the methods of acquisition are clarified. Organization of creative research of students in the context of integration, oriented towards professional practice, expands the possibility of interdependent development of personal and private competences.

Interactive learning strategies are based on the fact that the approach to the organization of group work is somewhat comparable to the strategic approach. The method of interactive graphic organizers is based on the main ideas being expressed in writing in various graphic forms. These interactive educational methods allow taking into account the individual characteristics of students, improving the methods of interaction between the teacher and the student.

From the "problematic" educational methods, the "Sunflower" method - students are divided into groups of 4-5 people. Based on the topic of the educational subject, the teacher puts one problem in the middle or one problem to each group based on the main problem. Each group makes a sunflower, places a circle in its center and glues leaves. Depending on the topic, one general problem or one problem of each group is written and pasted on the board (enough sheets of paper should be prepared in advance). During the allocated time, groups think together and want to exchange ideas on common or mutual problems, they write their thoughts on a leaf and place it on a flower with the group's problem written on it, and each group's "problem flower" grows over time. The teacher always helps the participants of all groups to find the most convenient ways to solve the problem. This method can be used to explain, reinforce and repeat the topic, and to determine the knowledge acquired by students. This method teaches students to solve problems, generalize, think independently and express their thoughts freely. In lessons using interactive methods, one student is not allowed to dominate, he is not allowed to express his opinion.



Summary

In short, when interactive methods are used in the organization of effective lessons, students are able to think critically, solve complex problem situations, analyze information sources and the situation, analyze the opinions of their peers and draw reasonable conclusions, participate in discussions, interact with other people. enables them to acquire communication skills.

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