

PEDAGOGICAL PRINCIPLES OF MODELING INTEGRATIVE LESSONS IN FUTURE TEACHERS

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Abstract

This article analyzes the pedagogical principles of modeling integrative lessons for future teachers. Integrative education aims to expand the general outlook of students by combining different subjects and fields of knowledge in the educational process. The article discusses the main principles of integrative lessons - interactivity, cooperation, ensuring active participation of students and problem-based approach. Also, the role of teachers in the process of lesson modeling and pedagogical strategies are discussed.

Keywords: Modeling, education, school, science, development, education, innovation, integration, strategy.

Introduction

Today's teacher is required to organize lessons based on modern approaches and improve the methodology of transition. The reason is that every learner who has moved up to one higher class and improved his course is completely different from the student at the end of the school year. His attitude towards worldly and social issues changes, his ability to think and get information changes. In this sense, establishing educational activities that are not in direct contact with the teacher or are indirectly controlled by the teacher through special educational materials, improving textbooks and curriculum, and modeling integrative lessons are students' independent is the main factor in determining the educational trajectory.

The Main Part

In modern didactics, the independent learning process of students is considered, on the one hand, as a type of educational work that is carried out without direct intervention, but under the guidance of the teacher, and on the other hand, it is considered as a means of involving students in independent activities. The effectiveness of the independent education process of students can be achieved only when it is organized and introduced into the educational process as a whole system covering all stages of student education in a higher education institution. Since independent education is directly related to independent thinking, it is appropriate to mention the definition given to it: "Independent thinking is a person's ability to solve problems in front of him by defining goals and tasks, relying on his knowledge and life experiences, in different ways. It is a mental activity that consists of solving independently at the level of one's intellectual capabilities with the help of methods and tools. "[1]

Students determine the goals and tasks that make up the content of independent education, depending on the strength and motivation that arouses interest in independent education. This can be expressed as follows:

1. Political independent education, modern reality and attitude towards them, which are considered important in conducting independent activities;
2. Professional independent education during the preparatory period aimed at carrying out activities in the chosen field, mastering the student's independent education;
3. Independent education directed to further study of academic subjects, personal life plans, personal interest;
4. Independent education related to the development of one's talents and hobbies.
5. Independent education aimed at training one's character.

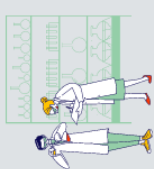
Independent education is the main factor in the development of a person and serves as a description of his ability to work independently in his future activities. The content of independent education depends on the ability to find opportunities for independent education, not directly, but indirectly, on the nature of work. Independent education is a means of determining the student's path during his future career, and it causes the student to be able to assess his own capabilities. Although the student does not have a clearly expressed need, every person definitely has a non-biological need to express himself, to show his existence.

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The principle of awareness and activity of independent education excludes mechanical memorization of educational material, directs students to deep understanding and perception of its content, fluency in mastered knowledge. Activity is, first of all, a manifestation of the student's great interest in what he is learning, his creative participation in the work of understanding the acquired knowledge. Awareness of activity and assimilation cannot be imagined without a high level of creative thinking, without a problem-based research approach to the acquired knowledge. [3]

We present the following recommendations for the activation of this activity based on the principles of organizing the independent educational process of students.

1. The usefulness of the work to be done. If the student knows that the results of his work will be used in the lecture course, methodical manuals, preparation of the publication or in some other way, then the attitude towards completing the task will change significantly for the better and the quality of the work will increase. In this sense, slide presentations of subjects and topics used in lectures are particularly important. If a student has received an assignment for a diploma (qualification) work in the junior year, he can complete independent assignments in a number of subjects, which will later be included in the qualification work as sections.

2. The use of innovative forms and methods of teaching, which involves the introduction of active methods into the educational process, first of all, business games and games based on brainstorming methods, is an important motivational factor. In such games, there is not only the acquisition of decision-making skills, but also the transition from one-sided private knowledge to multi-sided knowledge about specific professional situations, modeling them with the identification of leading conflicts. The first step in this approach is business-based or situational forms of education, including those that use computer technology. [4]

The process of independent education of students is also important in their choice of profession, which creates the basis for their participation in creative activities. Whether it is participation in scientific-research or methodical work, whether it is preparation of lectures for scientific and practical conferences of students with elements of educational-research and scientific-research work, this is considered a criterion of their independent professional activity.

Summary

Thus, the use of motivational factors to control the knowledge of students (summative grades, ranking, tests, non-standard examination procedures) can, under certain conditions, create a desire for competitiveness, which in itself improves students' self-improvement. is a strong motivational factor for The introduction of active methods, business games and training based on modern methods into the independent education process is the main factor in the development of a person and serves as a description of the characteristics of independent work in his future activities.

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