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Interpretation of Traditional Integration in Pedagogy

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Abstract: *The purpose of pedagogy is to bring together elements and parts of different disciplines with the same goals and objectives, and to help teachers achieve integration. Experience has shown that in primary school teachers, and later in their graduates, it is difficult to study this or that subject, to apply this knowledge and skills in the study of other subjects due to lack of skills to move or move to new situations. All of this is due to disagreements between different subjects in the primary grades. In this article the author shows integration is not the transfer of knowledge from one subject to another and the exchange of activities, but the process of creating new didactic equivalents (appropriate, similar, broad) that reflect the direction of integration of modern sciences.*

Keywords: integrative activity, formative activity, the forming IPA, "collaborative" pedagogy**,** "spontaneous maturation".

1. Introduction

"Scientific analysis," writes A.Y. Kane, "requires the use of special tools that allow us to go inside deeper into the depths of the pedagogical phenomena under study." First of all, concepts play the role of such tools. The nature of concepts as a medium is well explained by J. Dewey. In his view, concepts can serve as mental tools in the performance of tasks specific to problematic situations that arise in different areas of human experience, along with concepts, theories, hypotheses, and ideas. Integration both as a theory and as a concept, “can serve as a method of pedagogical cognition and a means of changing practice”.

The concept of "integrative activity" is related to a number of factors. First, the need to separate ‘managable’ pedagogical integration from ‘chaotic’ (uncontrolled) integration. This need, which is the law of development of modern pedagogy, can be realized today outside the specially organized field of integration. At the same time, it began to indicate the existence of a goal-oriented integrative activity. Second, evaluating integration as an activity allows for a more detailed analysis of its technological dimensions. Third, in pedagogy there are already cases of application of such concepts as "integrative work" (V.I. Zagvyazinsky), "integrative activity" (D.D. Seyonov), "integrative-pedagogical thinking". Integrative pedagogical activity (IPA) is a specific type of pedagogical activity, during which certain tasks in the field of theory and practice of education become relevant. At the operational level, two different types of IPA can be distinguished: formative and being formated activities.

- Formative activity is an activity carried out in educational institutions and aimed at developing the qualities and characteristics of integrative mobility in students.
- The forming IPA is the product of the forming activity. Taking into account the factor of compatibility of formative and being formated activity structures, it can be assumed that the characteristic of the former can be transferred to the latter or vice versa. The structure of the first activity is inversion, polymodality, polyvalence based on the formula “Inversion objects are the points where traditions unite and enrich” (M.A. Rozov), under the concept of IPA inversion, we find information about this system at the “intersection” of a particular system.

2. Literary Review

From the very beginning of human civilization, there was a school founded by Pythagoras, which "taught that the movement of the soul is eternal, with the idea that everything is interconnected." Yakomensky's teachings are also based on the flow of religious traditions: "All that exists, God, the system of systems, the universe, the mirror of the mind, the sacred religious books, the interpretation of interpretations, the language of interpretations, the book of unique books" as it is Allah who teaches all things, and He is the One. The founder of pedagogy is convinced that “the set of things to be known can be constructed as a ladder of the universe to the mental imagination, so that all beings with intellect and imperfect senses rise from the beginning to the end, from the bottom to the top. He will be able to find the one God who stands and embodies the higher world. ” G. Spencer, who traces social phenomena, including pedagogical phenomena, to their biological roots, is considered to be the founder of the tradition of positivity. For example, it expands the scope of biological laws when it advises parents on how

to follow biological laws in raising their children. In this regard, the Russian pedagogue AA Krasnovsky rightly states the following: G. Spencer goes beyond the limits of accuracy, because the laws do not have rules at all; The laws that G. Spencer says do not force anything; it is possible to derive rules from laws, but it requires a separate science to derive those rules. There is no doubt that this is a pedagogical science.

A.A. Krasnovsky's conclusions are consistent with the following views of B.G. Ananyev: "Let's say, - writes the scientist, - that genetics has the ability to control not only the human gender, but also all the individual (physical and private) features that are unique to it. In it, the problem of social theory and pedagogy, which is the study of all natural sciences, is the problem of the formation of certain features that are unique to man. "

K.D. Ushinsky said: “We do not tell educators to do this or that, we tell you to study the laws of mental phenomena that you want to control, and to draw conclusions from these laws and from cases where these laws cannot be applied. work. "

One or another aspect of the dialectical traditions inherent in integration is reflected in the existing pedagogical ideas (Aristotle, Pestalotsky ...) on the comprehensive development of man in modern pedagogy and in modern pedagogy, education and upbringing, the dialectical unity of the individual and society, activity and cognition. The dialectical element is inherent in the educational system of many famous educators.

A.S. Makarenko called pedagogy a “dialectical science” because his theoretical views and practical work are an excellent example of the integration of the individual and the community, which are the two components of the "integral and unifying unity." The essence of such unity in relation to the A.S. Makarenko system is that in the process of education found common points of individual and collective origin, these individual and collective origins are closely intertwined, and on this basis "unity prevails over the individuality of educators and pupils; these demands of solidarity are equally important to all: the educator, the pupil, the individual and the community. Dialectics has occupied A.S.Makarenko’s entire pedagogical system from beginning to the end. In the process of reading his works, one gets the impression that categories such as ‘pedagogy’ and ‘dialectics’ are the same thing; "Pedagogical dialectics", "dialectic of pedagogical activity", "pedagogical logic" are accepted as methods of approach to pedagogical phenomena.

L.N.Tolstoy writes: “The more free-spirited pupils appear, the more they are prone to discipline, and the stronger the teacher's influence on them». The unorganized community of students becomes an organized whole. During the rise of the pedagogical organization, we deal with a kind of "mixture" of solitary atoms. Makarenko's pedagogical system was no different from the outside: first the absolute dominance of upbringing, then the gradual transfer of some of the educator's duties to the "activists" and then to collective management.

However, at the beginning of the internal development process of the organized pedagogical team, there was a "chaotic meeting". A.S. Makarenko, based on the law of the relationship between respect for the person (community) and the level of demand for the person (community), in real educational practice, "spontaneous maturation" of team consciousness and community activity, it rules out the possibility of "spontaneous formation."

The principle that "disorder leads to order" is reflected in Rodgers' non-directive pedagogy. In this case, the influence of external shafts is almost eliminated. With this, Rogers approaches L.N. Tolstoy. But there is a difference: if Tolstoy is talking about a children's team, Rogers is talking about a specific person. In both cases, however, the idea is not to interfere in the "internal affairs" and "natural maturation" of the students. Rodgers advises that “if a student complains of poor grades and inability to master the material, the teacher should not apply the advice to the correct teaching methods. Instead, the teacher should encourage the student to express his or her feelings, his or her attitude toward school, himself or herself, and other people. A student who fully expresses his feelings and understands these aspects of his life should set new goals and identify ways to achieve them. "

3. Methods

An analysis of the literature shows that there are different approaches to the structure of activities. We will focus on two of these: the general structure of activity and the invariant structures. The general structure of integrative pedagogical activity includes subjects, objects, purpose, process, tools, products and results.

The role of the subject of integrative pedagogical activity can be played by individuals (students, teachers, etc.), group (community), for example, a group of students and teachers, impersonal subjects: school, college, lyceum, institute, university.

The object of integrative pedagogical activity is the organization, conduct, management of integration processes in the field of theory and practice of education.

The purpose of integrative pedagogical activity is the formation of new integrative products in one or another qualitative field in all areas of personality: non-traditional, cognitive, affective (emotional-valuable), psychomotor. The basic learning objectives suggested by Bluin are also capable of fulfilling the role of these new phenomena. ”

The purpose of integrative pedagogical activity is realized during a specially organized educational process. Theoretical, methodological and informational support for the achievement of integrative-pedagogical goals, selection of appropriate technological support, coordination of goals and their correction (adjustment) if necessary, control of IPA and drawing conclusions, comparison of its goals and results. are components of the process.

The tools of integrative pedagogical activity are the most important part of the IPA technological infrastructure, which serves to achieve goals and objectives. For example, the philosophical, general, and pedagogical categories themselves can emerge as tools for scientific and pedagogical integration.

The product of integrative pedagogical activity is a set of events, processes and things acquired during this activity. These are pedagogical disciplines created by synthesizing pedagogical and non-scientific knowledge (on the example of philosophy and the history of education); integrative-pedagogical concept (for example, integration of general vocational education); the integrative pedagogical process (for example, the process that takes place in the so-called integrated educational institutions in the West); integrative parts of the pedagogical process (e.g., integrative day, integrative lesson, integration of primary vocational education content); integrative-pedagogical situations.

A transformative feature of integrative pedagogical activity is the technical and technological implementation of integrative pedagogical tasks. The following can serve as objects of integrative and pedagogical transformation:

a) the whole or part of the pedagogical science;

b) the whole or part of the pedagogical process;

d) pedagogical situations. The process of transformation, which leads to an increase in the level of integrity, universality and perfection of man, is the absolute and most important subject of such transformation.

The communicative aspect of integrative pedagogical activity is primarily related to the interaction and interaction of subjects. In addition, communication emerges as a means of implementing integrative-pedagogical tasks. In particular, this applies to the socio-pedagogical direction of the development of integration processes in pedagogy. It should also be noted that the means of communication (communicative means of integration) is a set of ways, methods and forms of creating a communicative environment in the implementation of educational activities. These include:

a) interpersonal integration (between students and teachers, between students and parents, between teachers and parents, between students and students, between teacher and educator); internal integration of the person - integration of the person with himself;

b) social integration - the integration of the individual and society, the integration of the individual and the place where he lives, the integration of the individual and the culture, including the integration of other mental cultures, etc. Here are some elements of social psychology and psychotechnics, and in some cases, some elements of psychotherapy and psychological influence, representatives of foreign "understanding", "collaborative" pedagogy (A. Maslow, K. Rodgers, Sh. Amonashvili, A.Benkin, V.Shatalov) can also be used as a tool.

The situation and methods presented in the course "Fundamentals of Youth Pedagogy" can be mentioned as specific means of communicative integration. Situations include "Achieved joy", "Unexpected joy", "General Joy", "Family Joy", "Step by Step", "I'll Give You a Chance", "Follow Me", "Change Roles", "Infection" and so on. Similarly, integrative-pedagogical activity

exists in integrative-pedagogical activities. In this case, integrative-pedagogical activities are understood as a process that is subject to the perception of the integrative product achieved during the implementation of the Pedagogical actions.

Thus, integrative-pedagogical activity emerges as a necessary, full-fledged type of pedagogically complex set of polymodal, polyvalent structures, as well as a combination of integrative-pedagogical actions.

4. Results and Discussions

The research of didactic scientists emphasizes the genetic nature of the method with practical activity. The researches of N.N. Skatkin, I.Y. Lerner, Y.K. Aleksyuk, Babansky give the definition of secondary types of signs related to teaching methods. They have proven that style is a way of expression, content and teaching.

Gegel describes the style of philosophy as a form of content movement. Through a variety of logical systems in the learning process, the teacher and co-students express their knowledge, abilities, and skills in the form of deduction, induction, synthesis, generalization, identification, and comparison.

All logical processes form the inner side of the style, which is inextricably linked with the content. The learning process in the primary grades is characterized by a variety of methods, techniques and forms used. During the transition to the new curricula and programs implemented in our country, it is important to harmonize the relationship between society and the environment, to establish and form a serious attitude to the environment. The basics of a serious relationship with the environment are taught in elementary school. Therefore, the outcome of economic education depends on the first stage of school education. New psychological and pedagogical research allows us to look at previous perceptions of the limited learning activities of young schoolchildren. It provides a framework for changing and updating all components of primary economic education. The key to such an update is to identify a goal that meets the age characteristics of the primary school students and meets the requirements of the course.

Between the 19th and 20th centuries, the idea of creating an integrated course for small school students to get acquainted with the natural environment emerged in pedagogy. This idea was associated with the names of A.Y. Gerd, D.N. Kaygorodov, A.P. Pavlov, who demanded the introduction of an undivided course on the animate and inanimate world around the primary school. Integrated education, some aspects of interdisciplinary relations are the work of famous pedagogues (Y. Comenius, D. Locke, I. Gerbart, M. Pestalotsky, K. Ushinsky, etc.), didactics (I.D.Zverev, M.A.Danilov, V.N.Maksimova, S.P.Baranova , N.M.Katkina and others), psychologists (E.N.Kabanova, N.Pishkalo, Meller, N.F.Talizina, Y.A.Samarina, G.Vergeles, medical scientists M.R.Lvov, V.G.Goretskiy, N.N.Svetlovskaya, Y.M.Kolyagin , G.N.Pristupova, L.V.Levenberg).

A number of activities in the primary school curriculum focus on interdisciplinary relationships. Great work has been done by scientists T.G. Rizayeva, G.N.Akvileva, D.I.Troytap, G.V. Baltyukova, N.Y. Velenkin, N.M. Drujnina, T.S.Nazarova, I.K.Blinova, R.G.Matyushova in the integration of this science. This problem is considered in the works of Uzbek scientists R.M.Avlonova, K.Abdullayeva, N.U.Bikbayeva, A.G.Grigoryans, E.I.Nikolayeva, H.K.Kayumov.

The integration of primary school subjects is poorly developed and contradictory. There is a lot of controversy among scientists about the nature of these relationships. Let's look at what integration is as an event in terms of terminology and methodology. The word "integration" comes from the Latin word integratio - to restore, to supplement, "integer" - the whole word. We have two concepts in this regard:

1. A system is a concept that describes the state of interdependence of individual stratified parts and functions of an organism and the process that leads to that state.

2. The process of convergence of disciplines, which is carried out in conjunction with the process of stratification.

Differentiation in French (differentiofion, Latin differentia - difference, variety), that is, the division of the whole into parts. Integrating educational content is a world tradition (idea, thought, aspiration). The integrative approach reflects the objective integrity of systemic relations at different levels (nature - society - man). Integration involves merging previously divided parts into a whole. It leads to an increase in the level of integrity and coherence of system elements.

During integration, the volume of interdependence increases and is regulated, which regulates the performance of parts of the system and the integrity of the object of study. How can these general rules be applied in school education? Modern

didactic and methodological tools emphasize that the success of teaching, development and upbringing of students is the formation of their understanding of world unity, the need to conduct their activities on the basis of general laws of nature, to solve interdisciplinary and intradisciplinary links in science. related to.

Integration in education is considered through a systematic approach to the design of the content of academic subjects. There are different levels of integration: elementary, elements of nature, integration of knowledge; intermediate - integration of disciplines; final - the integration of the final stage of education associated with the study of natural sciences. At the same time, the possibility of a more complete and comprehensive integration of science education is not ruled out.

Psychologist Y.A.Samarin's views on associative thinking can be taken as a psychological basis for the process of integrating school education. The idea is that any knowledge is an analogy, and a system of knowledge is a system of analogies. Y.A. Samarin distinguishes the following types of analogies:

- local (local, limited to a certain place, thing);

- belonging to a system; within the system;

- between systems;

- classifies the levels of mental activity according to the nature of combining them with the corresponding level of analogy.

The simplest form of connection, which forms the simplest knowledge of nature or an object, is a local imagination bounded by a particular place or concept. This connection is relatively separate from other knowledge and therefore provides the simplest mental activity. This is typical of a small school age. The simplest systematic notions are those of a system. They are based on the study of a topic, object, or event. Knowledge of an object, selection of new evidence and concepts is done by comparing them with knowledge. The simplest generalization of knowledge takes place, but it would be useful if the knowledge gained were linked to the knowledge that is closest to it.

This results in student analysis and generalization activities. Introspection provides students with knowledge of an entire system of sciences (physical, chemical, biological knowledge systems), with extensive use of knowledge within the subject being studied. Images within the system reflect time, environment, number connections. Interdisciplinary perceptions are the highest stage of mental activity. They combine different systems of knowledge, allowing us to know the diversity of an event or process. Based on this knowledge, general concepts emerge. The formation of intersystem concepts allows them to use knowledge, to subordinate it to each other, to identify gaps in the boundaries of knowledge.

The stated psychological evidence allows us to identify the main features of the integration of primary, lower secondary and high school education. The book "Pedagogy" by S.P.Baranov, L.R.Bolotin, V.A.Slastenin shows the interdisciplinary links used in the lessons, but does not reflect the problems of integrated education. Primary education journals place great emphasis on the integration of school education. In her article "Integration of primary school education on the basis of local lore" L.N.Bakhareva writes that "Integration is a process of convergence and connection of disciplines, which is carried out in conjunction with the processes of differentiation. It is a high-level vision that promotes interdisciplinary communication, helping to create whole, cohesive departments. ”The learning process does not negate the system of integrated subjects, improves the system of integration, overcomes its shortcomings, deepens the connections between subjects, such approaches are based on understanding the relationship between differentiation and integration.

Integration is a source of finding new evidence that confirms or deepens teachers’ observations and conclusions in a variety of subjects. They prevent students from getting tired and nervous by alternating different forms of activity.

The problem of integrating primary school education is important and relevant for both theory and practice. There have been a number of approaches to the integration of primary education in recent years: the teaching of two subjects by a single subject teacher, or the integration of two subjects into a single lesson by one teacher to create integrated courses, primary until the content of education is radically changed. Neither the school nor the didactics and methodology are ready for this.

Today, the problem of creating an integrated course based on knowledge of natural sciences is urgent. They play a key role in integrating other types of knowledge. This approach has long been known and practiced in foreign schools. It is about integrating the content of a number of disciplines, not only in the classroom, but also in secondary and tertiary education. This

integrated science aims to introduce a range of socio-economic, ethical and aesthetic ideas and concepts necessary to understand the unity of nature and society. There has been a lot of talk lately about integrating school education. Scientists and educators are struggling to figure out how to create a holistic program for children to develop a holistic view of the world and to bring their knowledge of different disciplines closer together. Attempts are being made to combine closely related disciplines such as mathematics and construction, fine arts and the arts. The effectiveness of these courses can be assessed by the results of many years of work of foreign teachers. Indeed, integrated courses have become commonplace for foreign schools.

Acquaintance with foreign experience has shown that integrated sciences, which are the basis for the development of knowledge about nature and society, are included in the curricula of many countries. This suggests that integrated science with an environmental focus is a key tool in inculcating environmental responsibility in students around the world.

The student embarks on a journey through space and time. In this way, the child feels the beauty and diversity of the world that he has to discover every day. Sophisticated worldviews, scientific and artistic ideas are reflected in the themes that are easy for the child to understand, they allow you to create the content of the year. A regulated system is a distinctive feature of this course. The approach to such games starts at the age of 6-10. These games help to acquire complex knowledge, solve artistic, moral problems. The content of the year and the quarter includes various fairy-tale heroes ("Emerald and Precious", "Straight and Curved", "Fox with a Wolf", "Crane with a Fox", "Little Prince", "Carlson", "Dyumovochka" etc.) also serve this purpose. They guide you from topic to topic and help you learn new things.

Adapting to the interests and abilities of small school-age students requires the development of their artistic activity. Learning, solving artistic and life problems, encourages originality, resourcefulness, agility. In this regard, children are encouraged to write poems and stories, invent new dances, cook desserts, and create shapes from any tool or plant in a variety of independent ways.

Great emphasis is placed on the development of emotional aspects. Classes help children develop their ability to see and hear, their ability to grasp the quality (texture) of materials, and their sense of smell (smell and taste). Playing the game "Hunters", "Animals", "Scouts" shows children that it is important not only to have a general knowledge, to be able to solve problems logically, but also to have all the emotions given to a person. Developing them is a way to form very sensitive emotions. This can be achieved by applying bright images, works of art, and enjoying nature.

5. Conclusion

Children need to develop an emotional response to negative, ugly, bad things as well. It helps to read fairy tales and put on different scenes. It is necessary to include exercises that allow the child's emotions to move in connection with the instantaneous development of the body, to express their state through body movements, gestures, dance. Course organization and work forms are designed for two hours a week. A two-hour class at the end of the week is a good idea. At the same time, children, on the one hand, get a lot of rest from the main lessons, on the other hand, prepare for next week's lessons. Such a two-hour lesson can be called "Creation Hour", "Imagination (dream) lesson."

The main condition for the lesson is to create the necessary, appropriate environment in the classroom: carpet the floor, replace the desks and chairs with comfortable tables. During the lessons, children create their own living environment. The theme of the year and the quarter will be "Pictures on the Wall", "Fauna and Flora". It's up to the students. You can use a variety of artistic and technical tools, informative publications, encyclopedias, maps.

This method of integration is used in incomplete and full secondary schools. Upper secondary school in the United States includes Earth Studies, which includes physics, chemistry, geography, geology, crystallography, soil science, and more. In the Czech Republic and Slovakia, a similar generalized integrated course called “Civic Education” has been introduced in the upper grades.

In primary school, the teacher is the link that integrates. He teaches children arithmetic, writing, many basic natural concepts, and more. He does this to the best of his ability. One way to integrate is to have one teacher in the primary school. Methods of integration can be good or bad. The essence of the problem is to abandon one of the methods and introduce in the other the development of integrated measures that take into account the age characteristics of teachers (psychological and physiological) at all levels. This is because integration has different characteristics at different levels of education. In primary school, integration should be seen as a combination of closely related disciplines.

In the later stages of education, he tries to unify the boundaries of the basic sciences. There are positive and negative factors to consider when integrating primary education. These factors determine the methods of integration. Y.M.Kolegin and O.L.Aleksinko point out the negative factors of integration as follows:

- The limited number of subjects can be supplemented by the appearance of the content of the large amount of knowledge obtained, reflecting the interdependence of its parts.
- the need to develop critical reading, writing and numeracy skills.

It's almost like a science fiction class. But the traditional practice of teaching reading and math also suggests a wide range of integration opportunities. Reading as a science includes not only literary texts, but also materials on history and natural sciences. Mathematics includes arithmetic, algebra, and geometry. Such integration does not prevent the formation of important skills, but rather guarantees their formation.

Robert Carlos says elementary school should not only teach reading, writing and counting, but also do something more important and bigger. Because stimulating each child's intellectual activity during the formative period is as important for his or her subsequent success as his or her natural ability. Ways to overcome the difficulty of presenting integrated courses to make them understandable and interesting to children of this age are in developing the most appropriate methods that have been tested in practice, and in a special system of teacher training.

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