

## Importance of Integrative Education in Training Political Science Teachers

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### ABSTRACT

*Lessons organized in an integrative manner serve to comprehensively develop the worldview of students, including interdisciplinarity. This process can be carried out both within the framework of the traditional education system and in the modern educational process.*

**KEYWORDS:** *integration, educational subjects, differentiation, education, integrative approach, thinking, integral process.*

The problem of integrating integration into the educational content, revealing the possibilities of achieving mutuality, integrative approach to the educational process, combining all factors in the educational impact on the student is the problem of most researches. As a result of research analysis, scientists have distinguished a number of categories of integrative education in pedagogy: integrative system, integration process, integrative approach, principles of integration, integrative factors, forms of integration. It is noted that these categories are expressed as follows. Therefore, an integrated lesson differs from regular lessons in the following aspects:

- accuracy, conciseness, informativeness of educational material;
- all-round logical conditioning of academic subjects being integrated at each stage of the lesson;
- is distinguished by having a wide range of information in the given educational material.

The problems of the integrative approach in pedagogy have been implemented in various ways in the researches of many researchers.

The founder of didactics, Ya. A. Komensky, in his work "Great Didactics" stated: "The total thing in interaction should be studied in the same relationship". It can be seen from this that any knowledge to be learned must be implemented and connected on the basis of relevance. Only then it is possible to understand the unity of "nature + man".

I.G.Pestalossi, in revealing the various interrelationships of educational sciences, puts forward the opinion that: "In your mind, you should connect all the interconnected sciences exactly as they are connected in nature". For example, it is appropriate to rely on an integrative approach to improving students' skills, using information from a number of subjects. In this process, it is necessary for learners to learn basic competence and subject-related competences based on the materials obtained in the process of mastering the relevant specialty subjects. In the conducted research, the problem of interaction of the methodology with other disciplines was considered, and in this process, as well as the specific aspects of each discipline, the elements of connection were described. In the integrative approach, the same didactic principles apply. In particular, the principles of integration imply the interrelationship of all components of the educational process, the interdependence of systems. Also, it is primary in determining the purpose of education, organizing the content of teaching, its forms and methods in relation.

The integrative approach provides for the implementation of the principle of integration in any

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component of the pedagogical process and ensures the integrity and consistency of the pedagogical process. Integral processes are the process of quality change of individual elements of the system or the whole system.

We believe that source analysis is a necessary condition for the successful achievement of any type of research objective. But, first of all, it concerns theoretical and methodical studies that have "knowledge about reality" and "reality about knowledge". Therefore, the considered sources of the problem of an integrated approach can be highlighted in the form of the following groups:

- 1) a group that illuminates and analyzes theoretical issues of integration;
- 2) a group studying the relationship between certain branches and topics of science.

Egelgard's article "Integratism is the path from simple to complex in the knowledge of life phenomena" distinguishes three stages of "parts and whole integration" (the emergence of a system). In this case, integration is a connection between parts; when entering the whole composition, the elements of their specific characteristics are lost (unity); due to the properties of the parts and due to the emergence of inter-unit relations, it is described as the manifestation of the emerging wholeness of new properties.

It is important to recognize that any integration involves a process of division, and that teachers should not view integration as an "absolute good" and "differentiation" as an "absolute evil" and understand these points. Because the multidimensional view of integration, elucidating the uniqueness of the processes of integration and differentiation, the content of differentiation and differential relations in the educational process helps to understand integration.

Also, the terms "integration", "process", "integration and innovation" are considered significant as they are included in the science. This creates the position that "the disintegration of the old should not be allowed, while the integration of the new system is on the agenda." Also, reflections on integration, assimilation and dissimilation relations, the integrative side of adaptation, the combined whole and different stages of integration, the interaction of concepts, contribute to the understanding of the essence of integration in the educational process. In our opinion, these proposed ideas are applicable in considering the immutable features of integration in modern educational conditions.

Genetic aspects of integration are also analyzed in the scientific literature. In particular, the approaches to determining the types, bases, and levels of integration are more noticeable. The representatives of the second group, in their turn, emphasize the importance of integrating social-humanitarian, natural-scientific knowledge and harmony of technical-social sciences. "The main thing here is explained through the essence of mutual cooperation, relational relations.

Elucidating the problem of the interaction of humanities on the development of natural sciences, as well as revealing the objective foundations of the relationship between technical and social sciences, is a research problem of the representatives of this group. Many scholars have commented on technology and its effective impact on educational effectiveness, initially it was impossible to offer and use technology without "human adaptation", but this later influenced the development of a conceptual apparatus that included a number of terms with an "anthropomorphic" character, and this views about the "interrelationship and dependence of the existence of man and technology" appeared.

The work entitled "The ways of interaction of social and technical sciences" discusses the foundations of mutual relations between general sciences and, in particular, social and technical sciences, and focuses on the main essence of these interdependent relations.

It is known from pedagogical studies that at the end of the 20th century, attention to a holistic approach to studying and describing a person increased. Attempts to combine the rational and irrational aspects of human activity are observed in the works of local philosophers.

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In the methodological literature, there are different views on the problems of interdisciplinary integration and its solution. In this regard, since human thinking is saturated with the increase of knowledge about the origin of various sciences, it sets the task of learning to take effective countermeasures that will enable synthetic perception of them. Accordingly, measures are expressed in the following:

- a) solving both practical problems and scientific-theoretical problems in the interdisciplinary relationship during the educational process;
- b) attach importance to the widespread use of cybernetic machines in the educational process;
- c) use of methods that ensure the instillation of skills of independent acquisition of knowledge in communication at all stages of education, etc.

Strengthening the integrative trend formed the content of L.S. Vygotsky's work "Thinking and Speech", in the work, the connection of emotional and mental components in his development during childhood, the fact that a person is a single whole structure testified to the inseparability of rationality and irrationality in his initial and subsequent development. It is known that with the emergence of rationalist and irrational paradigms of understanding and explaining the world and man, scientists have the task of determining the possibilities of their interaction. This is important for several reasons.

The unique concept of integrated education is the concept of wholeness of education. At the heart of the whole concept of education is the goal. At the same time, the pedagogical goal, which combines teaching and learning, educational and assimilation processes, plays an important role. The established educational and educational processes allow the student to reflect directly related aspects. This is part of the integrity of the educational process.

The development of the science and production process is noticeable in the essence of mastering the scientific and methodical knowledge of the future political science teacher. This reveals the interdependence, important aspects, uniqueness, relevance of different fields.

G.I. Ibragimov analyzes in detail the main trends occurring in modern reality: strengthening the principles of integration in the choice of lesson forms; examines the use of complex forms of organizing the teaching of a particular subject ("horizontal" integration), structural divisions of the educational process - the basis of the extracurricular education system - "open day", "study week of the subject" ("vertical" integration).

The primary ontological basis of the integrative approach is pedagogical activity. Its integrative nature is expressed in various properties. This means that there are many different components.

We know that the pedagogical process includes the static (simultaneous) existence of educational institutions, educational, educational and administrative components. The heterogeneity of educational activities is also reflected in the combination of algorithmic, modeling, cognitive, organizational and communicative skills.

The multi-systemic nature of methodological knowledge is due to the fact that it is located "at the intersection of many different systems of order". As K. D. Ushinsky noted, there are almost no groups, networks of human knowledge that are not related to pedagogical knowledge in some sense. "Facts and their relationships are presented and grouped, in which the characteristics of the subject of education, that is, the person, are revealed".

Conclusions and suggestions. The analysis of the specific aspects of the concepts based on the integrative approach leads to the following conclusions: a large number of integral-pedagogical concepts and systems are currently operating in pedagogy that complement the general integral approach reflected in the considered sources.

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