

Modern Problems of Integration in the School Educational System

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ABSTRACT

In this article, the importance of helping a junior high school student to acquire the basic literacy of the art of communication with a wide range of ideas, literacy itself is from communication with people, from communication with oneself to communication with the events in the environment. coverage and current problems of integration in the school education system are discussed.

Al-Bukhari, al-Tirmizi, Abu Rayhan Beruni, az-Zamakhshari, Alisher Navoi, Zahiriddin Muhammad Babur, Ogahi, are among the encyclopedic scholars who left their rich heritage in the rapid development of our national pedagogy and the development of the educational process. An opportunity was created to use the unique works of great scientists and writers like Avloni.

They paid special attention to national characteristics in education. Such innovations in the pedagogic process serve as a basis for implementing reforms in the educational system. One of the reforms implemented in the education system in our republic was the adoption of the State Education Standards, which radically reformed the education system. New educational programs and textbooks were developed based on the requirements of the state educational standard. However, observations made by pedagogues show that the number of subjects in the curriculum has increased.

Therefore, integrating primary school education is the main basis of today's developed society. Several approaches to the issue of integration of primary education are implemented through modern pedagogical views:

- ✓ the lesson is conducted by two subject teachers;
- ✓ combining two subjects into one lesson;
- ✓ to fundamentally change the processes, from being taught by one teacher to the organization of integrated courses;
- ✓ fundamental reform of the content of primary education.

To date, 70% of developed countries in the world use integrative curricula and textbooks in the education system. Each country has developed and implemented different levels of integration based on the nature of the order placed on the education system of that country and the current

needs of the society. For example, integrated subjects are mainly introduced in the Great Britain education system, integrated subjects or separate subjects in Korea and Switzerland, integrated subjects in Australia, separate subjects in Japan, Northern Ireland, Wales, Hong Kong and Germany, Hungary such as cultural subjects, man and nature, integrative subjects, separate subjects in the Netherlands, science and technology in Ireland, all subjects are taught in an integrated manner.

Is the school, science teachers, parents, and our student audience ready for this?

Currently, the problem of organizing integrated technology and teaching processes based on natural science knowledge is urgent. They assume the main task of condensing other types of scientific knowledge.

Such an approach has been researched and studied for several years, and the approaches that have achieved results in the rich experience of schools in foreign countries are being applied. In this case, it is not only about the processes carried out in classes, but practical activities are being carried out on the integration of the content of a number of subjects in the middle and final stages of general education. It is planned to include a number of socio-economic, moral-aesthetic ideas and concepts necessary for understanding the unity of nature and society in this integrated science. At the moment, many words and practical activities are being carried out on the integration of school education on a large scale. A number of pedagogic scientists and practising teachers are confused about how to create a whole program for children to create a holistic understanding of the world and bring their knowledge in various subjects closer together.

There are attempts to organize courses that combine closely related subjects. For example, the radical reformation of mathematics and construction, visual arts and artistic work classes in the school education process. The effectiveness of this course can be evaluated by studying the results of implementation measures through the long-term results and achievements of foreign pedagogues. After all, integrated courses have become the norm in developed schools. Acquaintance with foreign experience in the implementation of such reforms 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. It informs that integrated sciences with an ecological orientation are the main means of forming students' environmental responsibility in the world community. Currently, several methods of integration are used. The first is to combine several disciplines into one. Such connections between disciplines form the basis of the effective organization of the educational process.

A study on the results of international pedagogical experience published in 1988 on this issue is a useful source. A characteristic feature of primary schools in many foreign countries is education on integrated courses. The purpose of the course is to engage the child in a conversation with the world, to introduce the child to a conversation with nature, society, science, and art not only with the language of people, but also with the language of animals and plants, with the language used by artists, musicians, and scientists. It is important to help elementary school students acquire the basic literacy of the art of communication with a wide range of ideas. This literacy included communication with people (peers, adults, children), communication with oneself, and communication with environmental events. The purpose of the course is to learn about the world in which he works, about the relationship between things and events, about mutual assistance, and most importantly, about the inner (spiritual) and social world of a person, the laws that govern the world (natural, scientific, historical, moral) to give a broad understanding of. The main emphasis is placed on the development of visual thinking, and not on the acquisition of certain knowledge, which is shown only in school education and DTS. The general view of the world is introduced through sounds, images, and colours, and the child puts both the world and himself in the position of a researcher and examiner. Such course education serves to create favourable conditions for secondary school students to study basic

subjects in parallel with pedagogical and psychological education.

What is the structure of the course? The integrative nature of the course determines the specific features of its structure. A common theme for the year is developed in the main theme of each quarter. Adapting to the interests and abilities of students of junior school age requires the development of their artistic activity. Acquiring knowledge, and solving artistic and life issues implies the stimulation of originality, perseverance, and dexterity. In this regard, it is necessary to encourage my child in various ways of independent creativity, such as writing poems and stories, inventing a new dance, cooking sweet food, and creating shapes from some tools or plants. Great importance is attached to the development of emotional aspects.

Ways to overcome the difficulty of explaining integrated courses so that they are understandable and interesting for children of this age are in the development of the best methods tested in practice and in a special system of teacher training.

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