



INTEGRATED DIDACTIC SYSTEM IN PRESCHOOL EDUCATION AND ITS IMPORTANCE

Kodirov Valijon. Abdurakhmanovich.

Andijan State University

Associate Professor, Doctor of Pedagogical Sciences

e-mail: vqodirov@mail.ru Tel: 91 491 24 36

Muhammadiyeva M.M.

Karshi State University

senior lecturer

Article history:	Abstract:
Received: 8 th March 2021 Accepted: 28 th March 2021 Published: 8 th April 2021	The article discusses the essence of the integrated didactic system in preschool education, aspects of realization, those of relying on the integration of activities. In particular, the importance of integrating meaningful and active aspects into the educational process is speculated upon.
Keywords: Integration, didactic system, hierarchical structures, interdisciplinary association, pedagogical tools, pedagogical goals, aspects of integration.	

The modern education system has a humanistic character, in which universal values, human life and health, the free development of the individual are prioritized. At the same time, an important category that determines the development of a society is the awareness of its members of their responsibility to the society and nature in which they live, to their activities, behavior and those around them (close relatives, friends, colleagues, etc.). For this reason, from the very beginning of pre-school education, which is the first stage of the system of continuing education, it is important to inculcate in the child, along with moral qualities, responsibility in all aspects of the child's personality. Not only the successful upbringing of the child, but also the formation of life position depends on how the preschool child is brought up morally, because during this period the child develops basic personal qualities such as initiative, organization, communication, independence, and responsibility [2; 67].

Relying on the integration of activities in the upbringing of preschool children will help ensure its success. In the context of globalization, the involvement of children in various activities, the formation of moral qualities in them and the search for their solutions, different forms, methods and tools serve to improve the methodological support of MTTs. An integrated didactic system is important and significant in this regard. In socio-economic development, the term "integration" and the implementation of this problem have become relevant, and the object of research is pedagogy, psychology, philosophy, economics, sociology and other similar disciplines [4, 112]. The philosophical condition of the study of the problem of integration is the need to determine the interdependence of phenomena reflected by nature, society, science. The interdependence and complementarity of science reflects the objective dialectic of nature, which shows that nature is unique and inseparable.

The integration of different areas of education allows for the dynamic acquisition of knowledge. Newly learned knowledge always enriches what is already available. At the same time, they not only form a chain of connections, but also change in relation to knowledge in different fields. Thus, knowledge forms hierarchical structures and they interact with each other. Structures change and functions depending on the action are performed with knowledge. Once the knowledge has been mastered, there is a process of assuming that the newly accepted factors already exist, and as a result, the existing ones change.

The direction in which the assimilation of the acquired knowledge is carried out depends, first of all, not on the objective content of the material to be mastered, but on the types of activities mastered or applied, the meaning for a particular person [6; 104]. This means that integration processes can take place both within the existing system and in emerging systems. In the first case, integration leads to an increase in the level of integrity within the system. Second, there is an increase in the size and intensity of the relationship between interdependence and scattered elements, resulting in the creation of a new single system.

In the study of the problem of using the opportunities of interdisciplinary associations in the process of preschool education, it is important to emphasize that in this process, preschool children develop functional relationships earlier than others. These types of relationships are established on the basis of associations according to the purpose, function, capabilities of objects [3, 71]. For children of this age, it is difficult to establish spatial and temporal connections because they are hidden and cannot be achieved through emotional practice. Thus, integrated education, based on a specially organized system of inter-system, inter-system and private systems, opens the door

to a wide range of opportunities for the development of logical thinking in preschool children, the dynamic acquisition of knowledge and general concepts from different disciplines. The psychological foundations of the developed integration play an important role in the implementation of the educational process in the preschool institution.

Opinions about anti-scholasticism in pedagogy and the connections between different disciplines can also be found in the works of the great Czech pedagogue Jan Amos Comenius. Comenius believed that one of the reasons for the formation of systematic and unsubstantiated knowledge is the separate study of interrelated phenomena. "Those who are united by nature are taken together, not separately," he asserts, "All who are interconnected must be taught in the same connection." According to Comenius, only knowledge in which all parts are closely related is solid [1: 234].

Pedagogical integration reflects only the process of pedagogical tools, relationships and connections for pedagogical purposes. Integration is seen in three aspects:

1. As a principle - the leading idea reflects the specificity of the modern stage of development, once implemented, guarantees the achievement of high positive results in scientific and pedagogical activities.
2. As a process - to establish direct links between the objects and the creation of a holistic new system in accordance with the expected results.
3. As a result - a form in which objects acquire on the basis of interaction with each other (forms - lessons on integration, modular learning, etc.).

Integration in pedagogy "attracts" knowledge, organizes it according to new requirements and gathers it around some ideas on the basis of logical construction. Thus, integration expands the field of knowledge and enriches its expression in terms of terms.

The problem of educating a responsible, strong-willed person who can show personal responsibility from an early age, who has his own independent position on external influences, the formation of a socially active person is very relevant.

It is necessary to rely on the development of motivational, intellectual and volitional components in the development of technology for the formation of responsibility and social activity based on the integration of activities in preschool children [5, 191]. On the basis of this technology, it is expedient to introduce the integration of meaningful and active parties in the educational process of preschool education. In our opinion it is:

- combines previously scattered types of activities to achieve a single goal, thereby motivating children to act responsibly. In particular, the integration of visual activities with ecology stimulates children's interests and opens the door to opportunities based on initiative and responsibility to achieve a tangible result throughout their activities; stimulates children's satisfaction with their activities, motivation and subsequent activities, providing meaning and effectiveness to the results of their activities;
- The combination of activities specific to preschool children improves the fun and creativity of children's activities. In particular, the original combination or combination of children's play, cognitive and labor activities with a system of assignments allows them to engage in a new and exciting type of activity in preschool children;
- Introducing the children's team to a specific system of tasks, the distribution of tasks, explaining the content of the tasks to be performed and providing incentives is the first stage of responsibility formation, the precise implementation of tasks at this stage ensures efficiency;
- Achieving diligence and consistency, which are the criteria of responsibility, to ensure that children at the main stage begin to perform tasks diligently, reminding them of the main goal so that they do not deviate from the main goal;
- At the end of the activity, the analysis of the activities and participation of each of the participants, the recognition of their own achievements, the fact that shortcomings or defeats are a specific result helps to increase students' sense of responsibility for their actions and behavior and strengthen their willpower.

In the process organized on the basis of the above requirements, a holistic approach takes place in the child's mind, which allows him to perceive, understand, comprehend the world. Awakening of the child's willpower, stimulation of individual hidden aspects, the formation of responsibility on the basis of commitment to the covenant, not in the lessons organized in separate areas, but in the process of integrated activities.

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