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SPECIFIC FEATURES OF ORGANIZING INTEGRATED LESSONS

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ABSTRACT

The article discusses integrative courses aimed at teaching specialties in higher education institutions, integrated classes, the specifics, purpose and content of integrated courses, scientific views on the integration of disciplines to achieve the necessary diversity when combining several topics.

KEYWORDS: education, integration, integrative approach, integration of disciplines, the educational process, the quality of education, the educational process, the purpose of training.

INTRODUCTION

The changes taking place in our country are closely related to the rapid introduction of new and even more so - advanced technologies, which, in turn, requires the training of highly qualified specialists. The Strategy for the Further Development of the Republic of Uzbekistan pays special attention to the issues of "... improving the work of students of higher educational institutions in training and employment in the areas of market economy and the needs of employers." To solve this problem, the general professional curriculum of higher education areas has set itself the goal of teaching students through modern methods of calculation on practical issues of the specialty [1].

This demonstrates the importance of effectively using the opportunities of interdisciplinary integration in higher education.

The true significance of the content of information and interdisciplinary communication consists of establishing facts confirming and highlighting general ideas and theories in the different subjects studied, and theoretical affiliation – from a system of scientific concepts related to a particular field of science, which contains arguments, laws, postulates, results, and practical rules.

Reforms in the socio-economic, political, spiritual and cultural spheres of the country require a radical renewal and development of the education and training system. Therefore, one of the priorities of our state is to educate the younger generation as active, diverse and highly spiritual people who actively participate in society through the development of the educational system at the level of modern requirements and on the basis of experience [2].

Currently, not only a single pedagogical dictionary, pedagogical encyclopedia or reference book contains an unambiguous definition of the concept of “integration”, but many terms are widely used in pedagogical and methodological literature related to the root of the word “integration”, such as: integrative courses, integrated lessons, an integrated course and others. Currently, there are a number of special scientific works on pedagogy in which modern scientists try to identify the phenomenon of pedagogical integration. Targeted integration - synthesis into an independent system of targeting of certain educational disciplines, but ensuring the integrity of knowledge and skills [5].

An integrative teaching methodology is an urgent problem today between types and stages of training. As a result, a more objective and comprehensive picture of the world is formed in the minds of students, they begin to actively apply their knowledge in practice, since integrative knowledge more easily reveals its practical nature.

The organization of integrated lessons is manifested in the application of fundamental knowledge and skills acquired in other disciplines when studying new material, repeating and consolidating past topics. In higher education you can see only reproductions of drawings, technological maps, technical indicators, tables of technical measurements, diagrams, technological schemes, projects and much more in specialization courses and specialties [6].

Integration based on how the course is organized allows us to engage students in various interactive teaching methods that lead to active participation in group, pair and other group events.

Control questions and control tasks are used to identify students' creativity and curiosity, to demonstrate self-curiosity in solving any problem or developing a process. Students will be given interesting tasks: puzzles, crosswords, drawings, tables, presentations, designing and developing projects, drawings, and diagrams. An integrated lesson differs from other objects in that it traditionally uses inter-object communications, which only allow the input of materials from time to time.

The subject of analysis in it is multifaceted objects, information about their essence is available in various specialties and specialties.

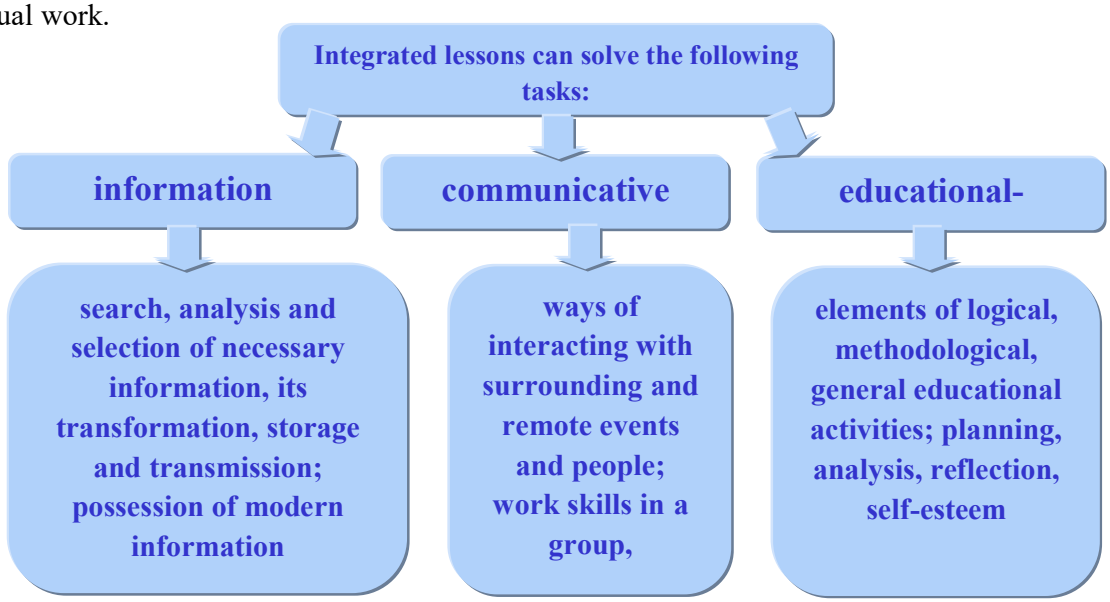
An integrated lesson brings together blocks of knowledge in different disciplines, so it is very important to correctly determine the main goal of an integrated lesson. If a common goal is defined, then only the information necessary for implementation is taken from the contents of the objects. The lessons were developed independently using the experience of teachers in this field, the relationship between students and graduates, as well as integrated lessons [4].

The nature and cycle of teaching subjects of specialization of sciences allow us to achieve the necessary diversity in the combination of several subjects. In the field of light industry - a bachelor's degree in "Maintenance of light industry equipment" and a master's degree in “Technical diagnostics of machinery and equipment of light industry”, a bachelor's degree in "Theory of educational work" and a master's degree in “Teaching special disciplines”.

Integrated lessons are usually planned in advance. After all, it is necessary both the coincidence of those in the curriculum and the readiness of the group for a certain type of lesson. Integrated lessons are often held on the topics of generalization and consolidation of knowledge. Specialized lessons are effective. Usually they are comparative in nature, for example, they analyze some aspect of production and skills. Preparation of an integrated lesson begins with the preparation of a detailed lesson plan. Each stage of the lesson signs and indicates the time spent on this stage.

Teachers pre-think the course of the lesson and predict all the possible pauses associated with visual aids and handouts. Usually, there are a lot of training equipment at integrated lessons: from cards to multimedia canvas. Teachers work in pairs, and even if at a certain moment one teacher plays a leading role, the second should not sit in the shade. He is either preparing for the next stage, or observing the work of students, helping them.

At the end of the lesson, all students must independently identify the intersubjective communications for which the lesson was planned. That is, the goal must be achieved. At the stage of consolidation, teachers should see this, so the exercises of this moment of the lesson should be the most vivid, specific, suitable for individual work.



The options for integrated lessons are varied. You can integrate not only two, but also three and even several subjects in one or more lessons.

Integrated lessons are holistic and fragmented. Integrated lessons can be done between different academic disciplines, which, at first glance, seem incompatible.

The following competencies are formed in these lessons:

• Value-semantic (understanding the purpose of the lesson, the importance of the topic being studied);
• Information (work with a computer, the ability to independently select the necessary material);
• Communicative (the ability to work in groups, listen, communicate, be loyal to people with a different point of view) [3].

Integration in the modern school goes in several directions and at different levels:

- Intrasubject – the integration of concepts, knowledge, skills within individual educational subjects;
- Interdisciplinary – a synthesis of facts, concepts, principles of two or more disciplines;
- Trans-subject – the synthesis of components of the main and additional content of education.

Intersubject integration substantially enriches intrasubject integration.

In fact, interdisciplinary communications are established in the process of familiarization with numerous facts.

Experience shows that the joint study of these disciplines helps students to master various topics perfectly, the repetition of topics is reduced, due to the nature of the subject, technological processes are performed in a concise and simple form. Even the humanitarian cycle in the curriculum can be combined with the physical-mathematical and natural-science cycles.

Integrated lessons allow students to apply a professional approach to the study of those that forms the ability of students to visualize various technological processes and develops the ability to search independently [4].

The ability of a student to independently master knowledge and skills develops in a college under the following conditions, which are interconnected with theoretical, psychological, educational, organizational, design, communicative components:

- Formation of a complete vision of the future professional activities of students through interdisciplinary integration;

- Organization of modular training in the process of teaching the subject of baccalaureate "Technical maintenance of light industry equipment" and magistracy "Fundamentals of research and technical diagnostics of light industry machines" through interdisciplinary integration;

- The formation of reflection and competence that is dialectical thinking as an independent learning mechanism [3].

Integration is a source of searching for new evidence that confirms or deepens specific observations and conclusions of students on various topics. It relieves fatigue, preserves students' memory better through careful study of various technological processes, strengthens interdisciplinary communications, reduces students' overload, expands the range of information received by students, and increases learning motivation.

The introduction of an integrated system can, to a greater extent than traditional subject teaching, contribute to the development of a widely erudite person who has a holistic worldview, the ability to independently systematize his knowledge, and to approach various problems in a non-traditional way.

This is a large area for the manifestation of creative abilities for many: teachers, methodologists, psychologists, everyone who wants and knows how to work, who can understand today's children, their needs and interests, who love them and give themselves to them!

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