

THE ROLE AND SIGNIFICANCE OF THE INTEGRATIVE APPROACH IN DEVELOPING THE PROFESSIONAL COMPETENCE OF PHYSICAL EDUCATION TEACHERS

Yuldasheva Nargiza Egamberdiyevna

Head of the department "Sports psychology, socio-natural sciences" Fergana
Branch of the Institute of Retraining and Advanced Qualification of Physical
Education and Sports Specialists

Djalalov Bakhromjon Begmurzayevich

Associate Professor of the Department of "Sports Psychology, Socio-Natural
Sciences", Fergana Branch of the Institute of Retraining and Advanced
Qualification of Physical Education and Sports Specialists, Doctor of Philosophy
in Pedagogical Sciences (PhD)

<https://doi.org/10.5281/zenodo.10275337>

Abstract. In this article , integration, integration, The etymology (origin) and content of the concepts of pedagogic integration are explained. Also, specific features of the integrative approach to the development of professional competence of physical education teachers are discussed in detail.

Keywords: integration, integration, integrative approach, professional competence, academic subjects, general professional and specialist subjects, listener.

Integration is a complete integration of the goals and factors of education. Integrating means "integral" in Latin , "integral" , "integerara" means "completing, creating, restoring". The problems of ensuring harmonies in the content of education are also considered to be the field of integration. It is to teach the generalization of concepts [2].

In the dictionary "Macmillan English Dictionary for Advanced Learners" you can find the following explanation: Integral (integral) - 1. To integrate a certain part to become complete; Integrate (Íntegrate) – 2. Combining two or more things into a whole or parts. Integration (Íntegración) - gathering things, people, or different ideas into one [5, 1692].

The term "pedagogical integration", according to scientists, implies the explanation and forecasting of specific aspects of integration and their management in accordance with its tasks within the scope of pedagogy. VSBezrukova confirmed this rule and described it as a type of scientific integration implemented in the field of pedagogical theory and practice [5, 25].

Despite the fact that the concept of "integration" in science was used by G.Spencer as early as the 18th century, it was not given enough importance until recently, according to the requirements of the time.

From a scientific point of view, the basis of integration is the integrity of the world and the interrelationship and relations of its constituent parts (elements). According to the well-known Russian psychologist G.S.Kostyuk: "Differentiation leads to an increase in mental processes and states (characteristics), while integration leads to ordering, subordination and placement of its results in a certain sequence. Integration the way with new psychological process, new activity structure harvest will be. This is new structure before individually has been of the elements synthesize the way with harvest is done [1, 17].

Genetic in terms of integration - coherence, interdisciplinary relationship, mutual relationship and finally mutually each other filler, expander and deepening, study sciences content at least DTS level synthesize, logically completed content, form higher level. Because interdisciplinary of affiliation each which lower degree is being studied study sciences within known didactic units between installed them learning content and deadlines coordination in the eye holds. From this different as, integrative relationship based on organize done study science or integrated studied science, phenomenon or processes whole system in the form of each bilaterally relationship and relationships point of view in terms of interpretation to reach Demand is enough

It's own in turn present and prospect requirements answer giving, independent thought host and creative activity indicative, qualified expert identity to form possibility will give. Because he is educated from recipients only analysis to do and synthesize operations Demand to do with limited without staying, maybe abstraction, algorithmization, classification, conditional characters using express, cause and effect relationship determination, analysis synthesis systematization, modeling such as high level thinking operations Demand is enough These operations being studied of the object all important aspect and features separate taking (classifying), the essence and content realize reach and them generalization through done is increased. So, integration each always his second side has been to differentiation relied on without, developed goes or on the contrary [8, 48-52].

Integrative education directions certain aspects analysis in doing MNBerulava, M.Pak, N.Y.Borisova, K.Y.Kolesina, R.Z.Mustafina, D.T.Mugallimova, S.I.Yakimenko and of others from work was used.

M.N.Berulava's in his research integrated education pedagogical event as is considered. He is today in the day integration to the problem two different



meaningful and process approach existence pointing to the other relatively attention looks.

M.N.Berulava's to his opinion According to , integration is education tools , conditions and methods apply is a process of integration known one results education receivers knowledge synthesis to do as a result appears [3, 48-49].

Psychological and pedagogical in the literature pedagogical in progress integration to the concept different approaches work developed _ KY Kolesina integrated approach based on education process organize to do effectiveness and of reliability increase provides , he states . It is integration general didactic aspects education process content material and spiritual aspects as seeing comes out

K.Y.Kolesina's in studies, content updater integrated processes didactic to the principle (in education integration to the principle) passes. More more complete analysis content of integration technological aspects (interdisciplinary educational assignments mutually distribution) in detail analysis to do based on done is increased. K.Y.Kolesina's in his studies this of the problem psychological aspect analysis is done [7, 18].

Education integration common the approach individual characteristics of requirements according to seeing comes out [6, 51]. Study sciences one to science integration for : research objects one different or one to one near to be need _ being integrated study in the sciences one different or similar research methods used ; being integrated study sciences common laws , general theoretical principles based on will be built.

A.A.Pinski's in his studies study sciences integration education process efficiency increase provider didactic conditions as seeing will be released . His to his opinion according to education main structural parts with one in line education methods are also educational sciences of integration leader directions determines.

Integration requirements based on education process organize reach means one _ how many study of sciences more deep to be assimilated provide (its independence storage with together), strengthening , mutual enrichment of listeners heuristic and to know opportunities expand ; intellectual abilities increase and teaching efficiency encourage is understood.

Integration requirements based on education process organize reach education content, forms, knowledge and skills synthesis organize to do process as interpretation to do some one important features to determine take will come.



1. Diversity. This feature integrated education current done many study subjects, as well as training process scientific organization to do and different education forms to apply means holds.

2. Internal differentiation. Integration submission type according to, independence, own conceptual basics save remains.

3. Generality. Integrated education generalization sciences content merging and the only one to the table integrated sciences existence with is provided.

4. A lot of functionality. Integrated of education this feature one how many functions to perform means holds, these education organization to reach optimization, graphics knowledge learning relevance is to provide.

So so, this in the field working different education institutions experience, literature analysis, higher in education integrated education organization of reaching some disadvantages existence showed, it is known one graphics based on integrated education efficient done increase provide necessary [4, 48-51].

The analysis of educational-methodical, didactic, scientific literature related to the study of the content of materials and the principles of their selection on the basis of the integration of general professional and specialized sciences revealed that the use of these selected materials in the educational process is educational. - creates a wide opportunity to improve educational work in terms of content and quality, to develop theoretical knowledge, practical skills and qualifications of students.

Based on the integration of general and specialized subjects, the selected materials for the development of the professional competence of students should solve the following problems:

1. It is necessary to clarify what traditional and non-traditional methods and forms should be used in lectures and practical trainings to increase the effectiveness of the selected materials for the development of the professional competence of the students.

2. The listeners professional competence to develop circle selected materials content simple, short, short and most importantly completed in the text expressed to be it is necessary

3. Chosen materials content and in it the facts truthful to be necessary _

4. Chosen materials content and test questions sure and understandable to be Demand will be done.

General professional and specialty sciences integration based on of the audience professional competence to develop circle materials teaching



methodology according to take went of scientific research theoretical and pedagogical experiment of work practical results are obtained scientific conclusion and recommendations the following requirements submission condition:

- selected materials general professional and specialty sciences concepts, DTS, programs and study in plans own contents found to be;
- science and technology - production release present time development requirements answer to give;
- selected of materials non-repetition;
- listeners for unfamiliar, difficult of terms not to be such as.

Above highlighted to thoughts based on, to say maybe general professional and specialty sciences integration based on of the audience professional competence to develop about selected materials with them lecture and practical in training introduction to the goal according to

Since ancient times, there has been a decline in the development of independent (for example, nature, society, human thinking) and the development of knowledge in various fields.

By the end of the 20th century, the beginning of the process of integration of disciplines allowed to dominate in relation to differentiation. Previously, new sciences appeared due to the separation of knowledge, now they began to reappear due to interactions, integration of knowledge (biogeochemistry, biophysics, microelectronics, plasmochemistry, etc.). They became available with the deeper penetration of the basic sciences (mathematics, physics, biology, philosophy, etc.) into the field of applied research.

To date, 70% of countries in the world use integrative curricula and textbooks in their educational system. In the British education system, mainly integrative subjects have been introduced. In the Netherlands, individual academic subjects, in Ireland, all academic subjects are embodied in science and technology blocks. In Australia, integrated subjects, in Japan, Northern Ireland, Wales, Gong-Long, Germany, integration is taught as a separate subject. In Korea and Switzerland, integrated subjects or subjects are taught separately. Uzbekistan is currently taking the first steps in this field.

As a result of the use of educational integration, favorable conditions for the implementation of pedagogical and psychological educational goals are created; general didactic requirements are fulfilled; student's time and energy are saved; excessive mental and physical stress is prevented, educational efficiency increases. Students will have the opportunity to thoroughly master the



necessary skills and abilities, concepts and knowledge as a result of harmonizing the content of educational subjects.

Integration of the content of the teaching process is the process of establishing connections between the structural components of the content within a certain system of education in order to form a holistic understanding of the world aimed at the development of the student's personality and self-development.

As applied to the educational system, "integration" as a concept has two meanings: firstly, it creates a holistic view of the world around the audience (where integration is considered the goal of education), and secondly, it is the convergence of subjects of knowledge. finds a common platform for (where integration is a learning tool). In practice, the integration of knowledge is used to a greater extent without targeting. Long-term observations show that students studying general subjects have difficulties in applying knowledge, skills and competences in mathematics, physics and computer science. They do not have the ability to think independently, apply their knowledge to similar issues, or transfer it to other situations.

The integrative approach is used to integrate content-related, related, logically mutually demanding and mutually deepening and expanding learning subjects, and consists in the formation of logically perfect knowledge, methods of action and personal qualities.

According to N.M.Akhmedova, integration is the ability to integrate the set of scattered knowledge needed by the owner of one or another profession and to spend time creatively. And the integrative approach is the wishes and needs of the future teacher to ensure the integrity of the students' specialized knowledge, skills, practical methods of work and personal quality and qualities in the conditions of foreign language education, as well as their education and training. creativity and research-research activities aimed at organizing a comfortable educational environment in accordance with the goals and tasks of giving.

Summarizing different approaches, we can consider integration as a process of interaction of the structural elements of certain disciplines on the basis of a unified ideological and logical-methodological basis, along with the growth of complexity and association. From this point of view, the integration of sciences should be considered as a system with an appropriate structure and should be taken into account as an objective process with different stages of development. And the integrative approach is to take into account, rely on, integrate the knowledge, skills, qualifications and experiences gained from



mastering various subjects, communication in foreign languages, professional formation, professional adaptation, professional communicativeness, professional competence.

There are 2 directions in implementing managed knowledge integration. The first of them has a traditional description, in which the teacher, during certain periods, naturally considers the connections arising from the content of educational materials in two or more scientific subjects. The second direction is the basis for the process of integration, which consists in choosing a certain set of knowledge and skills that do not necessarily correspond to the boundaries of the disciplines of the institutes in any technical direction.

Of the Institute of Retraining and Advanced Training of Physical Education and Sports Specialists need to acquire systematic knowledge, skills and competencies in learning various subjects. The relationships between the components of general and specialized disciplines are different and depend on the composition of the elements between them. Many connections between disciplines can be identified through the facts, phenomena, concepts, categories, rules, formulas, schemes identified between different components of the educational discipline. These connections appear between the "informative" or informational aspects of a scientific topic. At the same time, each subject has different components: scientific language, research methods, theory, applied part, exercises and tasks that make up a specific structure of the subject.

The process of integration of interactions occurs as a result of the formation of general and theoretical concepts in the field of independent knowledge or methods of solving practical problems. Thus, combining knowledge helps to realize new theoretical and practical results and increase the level of training of specialists.

There are innumerable connections in the world, and each connection must not harm the others. Practice shows that in programs of many disciplines, topics and problems dedicated to the study of the same phenomena have several "points" that are similar to each other. In order to develop the professional competence of future specialists, it is necessary to develop appropriate educational technologies based on the integration of mathematical and natural sciences with general professional and specialized subjects, taking into account the organization of the activities of teachers and students.

It is natural for the listeners of each group to have memories, feelings, and distractions. Some of them are satisfied with the teacher's pace of explanation, but for some it is too fast. The information used in the table seems obvious to



someone, while others accept it only after long explanations. Independent scientific research of the listeners somewhat equalizes their opportunities, because each person chooses the method of solving the problem. The teacher will have to choose tasks, methods, appropriate methods and tools for solving the task in the lesson.

The content of education should be rationally organized in the activity of a person, that is, it should be presented in certain forms. In relation to education, the concept of "form" is used in two different ways, as a method of teaching and an organization of education. Forms of training are divided into individual, group, team and pair, with changes in the composition of the audience. Forms of organization of training sessions include certain types of classes - lectures, seminars, practical sessions, optional sessions. They include objectives, content, methods, teaching aids, teacher-audience interactions, as they have a unifying role.

Within the framework of these forms of education, it is possible to organize collective, group, individual work of students. By combining general and special forms of education, various lecture-seminar, distance and other forms of educational systems are obtained.

It is known that listeners understand and remember the concepts conveyed by what they know, and perform these activities accurately in independent work. The most effective for the independence and independent activity of listeners are laboratory exercises.

Practice shows that the use of computer programs has great advantages over traditional educational methods. But the use of information technologies in the educational process should not completely replace traditional education, but should only make it more effective.

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ПО ДИСЦИПЛИНАМ ЕСТЕСТВЕННО-НАУЧНОГО ЦИКЛА. GOLDEN BRAIN,
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