



THE ROLE OF PROVIDING INTERDISCIPLINARY CONNECTION BASED ON THE USE OF MODERN EDUCATIONAL TECHNOLOGIES IN THE EFFICIENCY OF THE EDUCATIONAL PROCESS

Umarjonova Nodira Abdukhamid kizi

Tashkent State Pedagogical University named after Nizami
Intern teacher of the "Technological Education Methodology"
department

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Abstract: In this article, the role and importance of interdisciplinary connection in the application of modern educational technologies, their content and essence, and the importance of their use in modern pedagogical education are highlighted. The urgency of the integration problem and difficulties in its implementation were also noted.

Key words: Education, social management, globalization, management, coordination, specialist, personnel, higher education, process, culture.

Introduction.

The importance and role of integration in modern pedagogical education is increasing. Attention to the problem of integrated education is growing. Some teachers believe that developing and solving this problem is the main way to update and improve the learning process. The integration process itself is not a new concept, but very little research has been done in this area. It has been mentioned several times in the pedagogical literature, but it is rarely discussed theoretically, the reasons for this are the urgency of the problem of integration and the difficulties in its implementation.

Integration (*a word derived from the Latin language, which comes from the word *integratio* - restore, fill, *integer* - whole*). This word has several meanings. However, its place in pedagogical education is explained in the sense of the concept of convergence of sciences and the process of interaction. The word integration is used in the same place as the word differentiation. Integration is closely related to differentiation. These processes are reflected in the construction of the system of educational subjects and the search for ways to generalize students' knowledge. Differentiation means dividing the whole into its constituent elements.

Currently, more attention is being paid to the problem of integration in the process of organizing education. In a modern school, integration is understood as one of the directions of active search for new pedagogical solutions that contribute to the improvement of work in it and the development of creative potential of teachers in order to have a more effective and rational impact on students.

Integration means to develop in an interconnected manner, to combine into a whole, to make a whole. Integration is the process of combining different parts and elements into a whole. Integration processes can be in organized systems - in this case, they increase the level of integrity and the level of organization of the system.

The processes of integration are the basis of connecting previously unconnected elements and occur in formed systems, as a result of which the integrity and level of organization of the system increases, and the relationship between elements and components becomes more complex. Components connected to a whole have different degrees of autonomy.

The problem of unification of education is showing itself more and more and forces scientists, methodologists and teachers to look for effective ways of its implementation. Therefore, the problem of integration in education is very important for theory and practice. Its relevance is determined by new social demands placed on educational institutions. This is due to changes in the field of science and production.

Thus, integrated education makes it possible to move from a local, separate consideration of various phenomena of reality to their interrelated, integrated education, which leads to a holistic perception of the world, a more thorough perception of works of literature, painting, music. helps to see the beauty of the surrounding nature in all its diversity.

Analysis of programs in different academic subjects shows that they provide an opportunity to effectively use the integration process.

Some aspects of improving teaching and upbringing from the point of view of integration in the education of students are described in the works of famous classical pedagogues (*Y. Comensky, D. Locke, I. Herbart, M. Pestalozzi, K. Ushinsky, etc.*), as well as didactic scientists, (*I. D. Zvereva, M. A. Danilov, S. P. Baranov, N. M. Skatkin*), psychologists (*E. N. Kabanova-Meller, N. F. Talizina, Yu. A. Samarina, G. I. Vergeles*), Methodist scientists (*M. R. Lvova, V. G. Goretsky, N. N. Svetlovskaya, Yu.M. Kolyagina, G. N. attacks, etc.*) Uzbek scientists are also conducting necessary research in this field.

Connection between subjects in the process of professional training, improving the preparation of future pedagogues for teaching activities based on integrative education, using information and communication technologies in continuous education, solving problems in this regard U.Sh. M.H.Lutfillaev, N.I.Taylakov and others, pedagogical knowledge and technologies in education, their scientific basis, were studied to a certain extent in the research works of scientists A.Azizkhodjaeva, R.Akhliiddinov, J.Tolipova and others.

The problem of scientific understanding of integration in education is studied by scientists and practitioners in various fields of knowledge. The psychological basis of the integration process can be M. Samarin's ideas about associative thinking, the essence of which is that any knowledge is a system of associations. In developing the general theoretical model of integration, M. Lotman introduces the concept of integration mechanism. A. Y. Danilyuk distinguishes types of integration mechanisms on the example of integration of cultural fields into humanities.

The concept of integration is defined as the aspect of the development process and the integration of elements into a whole. Integration is characterized by an increase in the volume and intensity of relations and interactions between elements, their regulation and the emergence of qualitatively new features, turning into a certain integrated education.

Svetlovskaya N. N. believes that integration is the process of adapting certain elements or parts of various types of educational activities into a whole, provided that they are functionally identical.

Gymnasium teacher V. N. Lyamina gives the following definition: *"integration is the unification of generalized knowledge in a certain field within certain limits in a certain discipline."*

The development of the pedagogical idea of the integration process is significantly influenced by the development of scientific knowledge.



Kolyagin Yu. M. says that for a long time the student gained knowledge mainly by studying differentiated educational courses. However, school knowledge in one child often remains scattered information, artificially separated on the subject of the surrounding world. The need to overcome this contradiction has simultaneously led to an active search for interdisciplinary connections. *"Integration and differentiation are interrelated processes. It is necessary to strive to create a system that optimally combines the ideas of integration and differentiation at all stages of education"*.

This point of view is followed by L. N. Bakhareva. integration is the process of rapprochement and communication of sciences that occurs along with differentiation processes. Integration improves the subject system, helps to eliminate its shortcomings, and is aimed at deepening the relationship and interdependence between objects.

Two concepts should be distinguished: interdisciplinary communication and integration. Interdisciplinary communication is the introduction of another subject element into the lesson as an additional means of achieving the goals of the main lesson more successfully. An integrated lesson is a type of lesson that does not have a primary and secondary lesson, in which the elements of different knowledge are interconnected at each stage of the lesson.

The roots of the integration process lie in the long past of classical pedagogy and are associated with the idea of interdisciplinary relations.

Integration as a pedagogical phenomenon has a long tradition. It was used by K. D. Ushinsky in the construction of the course of literacy in the analytical-synthetic method.

Now a new stage of the approach to the unity of school subjects has begun, it is necessary to move from the stages of implementation of interdisciplinary relations that allow phenomena in different objects to match each other to the integration of these phenomena, the illumination of new wholes, that is, in the case of real integration.

As far as the education system is concerned, "integration" as a concept can have two meanings. First of all, it is to create a holistic idea about the surrounding world in schoolchildren (where integration is considered as a learning goal). Secondly, it is to find a common platform for convergence of scientific knowledge

This means that children regularly supplement and expand the range of existing knowledge, mastering more and more new knowledge and ideas about concepts.

V. I. Yakovleva has a different point of view. He noted that it is too early to talk about a fully integrated system: *"... programs and skills in different subjects are so unique that their integrity cannot be violated. Neither school science, nor didactics, nor individual methods are ready for this"* but the creative practice of advanced teachers independently seeks ways to solve the problems of updating the educational system.

As you can see, the problem of the holistic content of education has its own difficulties.

The goal of education is to create a holistic idea about the world around the student. As a goal, integration should give the student the same knowledge that reflects the connection of separate parts of the world as a system, teach the child from the first stages of learning to imagine the world as a unity in which all elements are interconnected.

The task of the science of pedagogy is to help the teacher to implement integration aimed at restoring and uniting the individual elements and parts of various objects into a whole with the uniformity of educational goals and functions.



The uniformity of lessons in our school has been an obstacle to the development of education for a long time. The curriculum is the most important indicator of the advantages or disadvantages of the educational process. It determines the name of the subjects, the sequence of their study, the time allocated for each subject, the forms of control, etc. plans suffer from serious shortcomings, the main of which is that there are many subjects in the school, which means that the integration of academic subjects allows to avoid many subjects and subjects with very low hours. Integration improves the subject system, helps to eliminate its shortcomings and focuses on deepening the relationships and interdependence between objects.

That is why the organization of integrated subjects in general education schools is one of the needs of the time

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