

BASIS, ESSENCE OF PEDAGOGICAL INTEGRATION AND MECHANISMS OF ITS IMPLEMENTATION IN PSYCHOLOGY

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***Abstract:** This article discusses the basis, essence and mechanisms of pedagogical integration and its role in our daily life.*

***Key words:** pedagogy, integration, educational process, general and vocational education, quality of knowledge, didactic principles.*

Acceptable ways of teaching and learning at a time when science is progressing, development of pedagogical technologies and an integrative approach demanded development. Fundamental reform of the education system, perfect Generation formation is one of the urgent issues that determine our future destiny became one. Developing and reforming effective education, not just domestically the use of reserves, but also a new method to its organization and content requires an approach. This approach is preceded by the idea of integration is pushed, and pedagogical theory based on an integrated approach and further development of practice will be faster and more effective. Exactly integration of educational content, education to establish connections and connections between the content and its technology, pedagogical knowledge, pedagogical ideas, structures and many sub-components other formations that are divided into parts and have lost contact with each other helps to combine. To a consistent system of pedagogical knowledge and practice It is so clear that it is necessary to prove the relevance of the problem statement there is no need. Any education, be it vocational, primary, secondary or beyond No matter how high, any education is related to general scientific and professional education requires building

on the basis of relationships between types. That's why the problem of pedagogical integration is especially relevant for professional pedagogy. The goals, principles and principles of the organization of the education and training process The expression of the unity of content is "Integration", and in this process the learner forms knowledge and skills on the basis of a qualitatively new integrated system. The issue of implementation of integration in the pedagogical process, from the point of view of philosophy that the collected and generalized knowledge does not fit into the scope of one discipline because of this, it appeared at a time when fields of knowledge independent of philosophy began to separate it has been. Classification of subjects, in turn, separate teaching of academic subjects led to the transition. In the process of fragmentation, as the history of pedagogy testifies, the natural connection between knowledge is broken, it is real world objects and exists between events. Public figure, philosopher-humanist Comensky was one of the first to promote education and The former pedagogy is the answer to introducing the objective laws of education into the system tried to solve the questions that he could not ask. Comenius emotional mind of the student to enrich by familiarizing with things and phenomena of the perceived world called. According to Comenius' theory of evolution, in nature, therefore there can be no leap in education and training. He is promising saw education, in which the student is provided with a holistic picture of the world. Training of highly qualified personnel and improving the quality of general education and requires strengthening the role of professional training. Hours for this it is not logical to increase it, because it will cause overload. That's why it's great general education and vocational education at the current stage of educational development there was a need to develop a theory of content integration. About the integration of educational content M.N. Berulava - we are its component We understand the process and result of the interaction of the elements of this knowledge it is accompanied by an increase in consistency and density. Integration of educational content in didactics to date with the trend of scientific knowledge, technology and production about the existence of a correlation between the trend of integration a stable point of view was formed. The leading components of the

integration of educational content are theoretical to analyze the material and at the same time solve practical problems is computer technology. This connection is completely natural, because most of the formation of the content of science, technology, production education serve as important sources. Between cycles of academic subjects The existence of a connection is the objective of the unification of scientific knowledge reflects the structure, the unified system of natural, social and technical sciences. The development of this problem is mainly carried out in connection with general education increased and separate subjects, primarily academic subjects within the natural sciences was characterized by studying the relations between Consistency in psychology includes all other mental operations: abstraction, comparison, analogy, concretization, generalization, analysis, synthesis with systematization as an organically contained mental operation is determined. Analyzing different points of view led us to the following definition: The systematic nature of knowledge is to arm students with a system of scientific knowledge process, it is impossible without systematicity in their formation, because any knowledge system implies a certain sequence of them. Accordingly, we interaction of the system is not characteristic of its components, components the interdependence is very close, which determines the existence of new integrative qualities, we define as a set of objects that are important.

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