



MAIN COMPONENTS OF PEDAGOGICAL INTEGRATION AND IMPLEMENTABLE FUNCTIONS

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Annotation. In the article of integration main components and done to be increased functions about word held . Pedagogical in progress of integration place and importance about telling passed .

Key words: competence , component , pedagogy , creativity activity , integrative approach , principle , socialization , integration.

Based on the laws of the integrity and unity of the pedagogical process and the principles of systematicity, coherence, consistency and continuity of teaching, by determining the main requirements for the practice of introducing an integrative approach to the preparation of the future primary school teacher for creative-methodical activity, this process we will consider the issue of creating pedagogical conditions necessary for effective organization[1-3].

The implementation of the integration of teaching content is the most effective component of the integrative approach, which can be used in any situation. Mutual integration of disciplines:

- separate parts of sciences (for example, topics, important facts, laws);
- a holistic science (theories representing the views of the world from the point of view of integrated science);
- motivational, content and activity components forming science;
- is carried out by combining rational and emotional content [4]. In the implementation of integration at any level, including the interdisciplinary level, the principles of systematization, coherence, continuity and consistency of education serve as a "connecting link". If so, let's focus on the essence of these principles and distinguish their place in the pedagogical conditions necessary to introduce an integrative approach to the preparation of future elementary school teachers for creative-methodical activities. 'display is in accordance with the objectives of our



research work. As we mentioned in the first chapter of this work, the requirements for an integrative approach require that this process be organized on the basis of logic, consistency, coherence and succession. As we can see, there are obvious commonalities between the requirements for the application of an integrative approach and the principles of implementing integration at different levels.

According to the systematic principle of integration at different levels, the topic to be integrated from another academic subject (concept, fact, information, section, etc.) is combined with similar concepts in a specific subject, and it is recognized that the educational goal is effectively solved. is to form an integrated system, and the properties of this system are more important than the sum of the properties of the components that make it (that is, an integrated object and a similar object in the studied subject) [5-9].

It should be said that some corrections were made in the study of the essence of the principle of systematicity. In particular, the systematic principle of the introduction of integration at the present time means not only the creation of an integrative system (orderly integrative complex), but also the collective understanding of the scientific image of the universe through integrated concepts and topics [10-15].

The principle of the integration of the introduction of each concept, information, knowledge, skills and skills to be learned serves as the basis for the continuation of the previous types and the new ones, as well as the interdisciplinary connection of the educational process. requires that it be mounted. In this principle, as a link connecting integrative objects, a certain law, concept, definition related to science is often taken [16-18]. By introducing this principle, a particular concept, topic, section, and finally, the required level of mastery of the training course is achieved.

The principle of consistency in the implementation of integration requires that logical and content sequence be followed between integrative elements when implementing interdisciplinary (interdisciplinary, interdepartmental) integration. This means the improvement of previously learned concepts (topics) and the achievement of complete and detailed mastering of new concepts (topics) based on them.

By following **the principle of continuity of integration** , it is intended to **ensure the development of integrative objects (or elements) throughout the entire educational process**. At the same time, it is possible to improve and elaborate



the integrative system in terms of content, and at the same time, it can be simplified and condensed in terms of volume.

Serve to develop the main principles of the integrative approach as a process, which we considered in the previous chapter of our research work . Subjectivity, conformity to culture, creativity and creativity, focus on citizenship, social and individual values of the person, synergy, independent learning and culture of mutual relations, impact on subjects of the educational process of the integrative approach. A number of requirements were developed for the integrative approach as a process, relying on principles such as variability in the choice of means of presentation[19-22].

Thus, we believe that the following pedagogical conditions should be met in order to effectively prepare future primary school teachers for creative-methodical activities based on an integrative approach:

1. When determining the object of integration that forms the basis of the integrative approach and the level of implementation of integration, the exact definition of the goal with the development of which component and what properties of creative-methodical activity.

2. Based on the fact that the creative-methodical activity itself is essentially an integrative (mixed) activity, clarification of the main tasks that imply the emergence of the creative and methodical aspects of each subject (department, topic, concept or concept) as an integrative object.

3. Identifying the main factors that have a negative impact on the creative and methodical potential of learners (future elementary school teachers) and their continued education, and the introduction of suggested methods for their elimination.

4. Regular activation of the mechanisms aimed at evaluating the effectiveness of the introduction of the technology of preparing future elementary school teachers for creative-methodical activities.

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