The Role And Importance Of Integrative Approach To Improve The Quality Of Education

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Abstract

The importance of integrative teaching in improving the quality of education in this article is based on theoretical and practical methods and tools. Teaching as an integrative approach emerges as an opportunity to advance in schools as one of the newest modern models linking the curriculum of multiple disciplines. As the need for interdisciplinary approaches to meet the scientific, economic, and social demands of different disciplines grows, it is argued that it is important to understand the meaning of the dynamic and functional unity between different disciplines. The positive results of the implementation of the integrative approach have a positive impact not only on the development of students' knowledge, but also on this area of education, the author demonstrates with his ideas on the basis of vivid examples.

Keywords: Integrative approach, integrative teaching, knowledge, understanding, processes, attitudes, interests, modern resources, communication.

Introduction. Today, integrated learning technologies are distinguished by their modernity in all spheres of modern life. Updates in education are starting all the rest. This can be understood as a mysterious phenomenon that causes great changes in all spheres of education. In the 21st century, we are taking strides to enter a qualitatively new society of nations, a deeply integrated economic space, a single communication and information system. The latest scientific and technical achievements in all spheres of life and activity in today's society make it necessary

to make sustainable and qualitative changes in order to overcome the existing problems and contribute to the development and progress of society.

From a social, economic, technological and cultural point of view, it is necessary to introduce innovative technologies in education, as it is a good model for improving the modern way of life. When talking about the opportunities for renewed social development, we must pay special attention to improving the quality of education, because the acquired knowledge is the only reliable source on which to base and direct this development. It is necessary to study knowledge, understanding, processes, attitudes, interests and so on as integrated individual elements that reflect the most important problems and aspects of change in today's globalized world. As the need for interdisciplinary approaches to meet the scientific, economic and social needs of different disciplines grows, it is necessary to understand the meaning of dynamic and functional unity between different disciplines. For these reasons, teaching in an integrated approach is seen as an opportunity to advance in education as one of the newest modern models linking the learning content of several disciplines. The main part. Integrative education as its basis embodies the idea of the integrity, structure and generality of the relationship between the student and the realities of life. This type of education views the world as a whole and studies it in this way. Co-linked activities and content contribute to complete, valuable and useful knowledge. Integrative learning is a process that combines individual elements, is interconnected and integrated into the whole; So they have a whole new meaning. This creates knowledge that can be viewed from different perspectives, that is, as functional knowledge. Jan Amos Komensky, a well-known Czech educator and creator of the science education system, has made it clear that subject teaching leads to excessive fragmentation of the content of education. As a result, he suggested grouping the study materials into natural and logical lessons, which can be developed within specific topics. Komensky's idea did not have practical effect, so it was later used

as a model of integrated learning [9.]. Theory of integrative teaching (Gestalt-psychology (German - gestalt - image, form), according to which the organization and integrity are the most important features of mental processes and behaviors of the individual, it is important to understand each part, to understand them in the form of parts that are glued together. The concept of integration can be interpreted mainly as the integration of some parts into a single whole and the interdependence of individual elements. Given this interpretation of the concept of integration, an integrative approach to teaching can be seen as education based on a combination of interrelated structures and activities in order to contribute to a purposeful and comprehensive learning. Only this method of learning can be put into practice. In the current educational concept, there are disciplines that combine separate elements, with which students gain in-depth knowledge.

Paying attention to the interdisciplinary relevance of teaching materials in modern education, the positive effect of integrative teaching in school practice is achieved: Students develop sensitivity to problems;1. Students` ability to see problems from all angeles expands; 2. The student develops the ability to analyze and synthesize the evidence he knows; 3. Creativity non-traditional thinking of students develops; 4. They develop the ability to think critically; 5. The student is able to distinguish between the object and the subject; Students will understand that the opinion of a single expert is not the final conclusion. The positive results of the implementation of the integrative approach in education have a positive impact not only on the development of students' knowledge, but also on teachers. This will allow them to do more research, as well as make effective use of modern teaching resources. The study of sources of knowledge in the process of integrative teaching is not only related to the use of a single textbook, but also allows students to explore different opportunities to search for sources of information. For example, if we encourage students to work in libraries, we will ensure that they are divided into groups to work independently on research and assignments. In order to

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develop language skills in students, teachers need to work on the following concepts:

1) development of various methods of integration of language skills in the classroom;

2) research on integrative approaches and assessment of the degree to which skills are integrated;

3) selection of teaching materials, textbooks and technologies and similar skills that help to develop listening, reading, writing, speaking;

4) know that even if a student has only one skill, it is possible to combine other language skills by assigning appropriate tasks;

5) to teach language learning tools and emphasize that these tools often help to develop several skills [5.]. Another integrated approach to learning can be implemented in the form of a computer. These are project presentation, reading and writing. Integrative teaching includes extracurricular activities. These are well-planned and organized excursions and an active research process designed for a specific event. One of the methods of teaching with an integrative approach is to work in small groups, which often allows students to work on a common task in a competitive learning of traditional and individual methods of work. At the same time, the relationship is reflected in mutual assistance and explanation. The demand for learning a foreign language is growing. The concept of "foreign language" can be interpreted as follows: the methodological term "learning a foreign language" means the acquisition of speaking, listening, reading and writing skills in this language. [3.] Below we give an example of an integrated lesson plan on "Do you like fairy tales" in the 6th grade of general secondary school. Lesson topic: Do you like fairy tales. Grade: -6 Objectives: to identify the main features of fairy tales; to allow students to study and find information independently. Objectives: - to expand existing knowledge and acquire new knowledge about the features of fairy tales through the search for information; -Drawing pictures on the

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theme of a fairy tale and an excerpt from any fairy tale, combining in practice the knowledge of rhyming in the given text. Teaching methods: dialogic, demonstration, text, listening comprehension, written and practical work. Forms of teaching: individual, group. Textbook: Handouts on the following subjects: English, native language, music. Textbooks: artistic musical instruments, computer. Preparation for work: 1) The task of the student is to find and read texts about fairy tales from textbooks, encyclopedias, children's press or other sources. 2) Work in groups. Activities: 1) Expressive reading of a fairy tale and a short discussion about impressions. "The baby was sleeping under a tree and his mother was cooking food. The mosquito was sitting on the baby's arm. He took a small bite. "How delicious!" cried the mosquito, "this is what the king wants!" And he flew away quickly to take the good news to the snake. He did not see that a swallow was flying after him. After some time the mosquito came to the large tree where the snake was having a rest. "Oh, my King," he said, "I tasted all the animals in the world. I know which is the sweetest meat of all. It is the meat of ..... "[10.] 2) Group work of students. Students are divided into five groups according to personal interests: 1) English group - engaged in the analysis of fairy tales; 2) Mother tongue group - is engaged in filling out worksheets with questions about the main features of the fairy tale; 3) Music Group - composing rhymes and playing artistic musical instruments; 4) Art group - is engaged in depicting the device from the fairy tale of their choice. 5) Students work in groups and then change their group activities. The teacher walks around the students, explains what they do not understand, helps them and motivates them. 6) In strengthening the lesson, the groups prepare their reports, each group leader, selected by the teacher, reports on their work. Instructions for groups by the teacher: 1) English 1st group. "Read the story carefully." 2) "Find the unknown words in the fairy tale and find their meaning with the help of a dictionary." 3) "Name the fairy tale." 4) "Choose a passage from your favorite fairy tale and read it. Explain why you chose the

specific part. " 5) "Agree or disagree". Students: 1) "Fairy tales are go". 2) "All fairy tales have a happy end". 3) "Fairy tales are only for small children". 4) "There are only good characters in fairy tales". 5) "Fairy tales teach us many clever things". The teacher again asks the question: "Explain how you imagine these phrases. Why"? The exercises and assignments should be given in stages, from simple to complex. In preparing for the lesson, the teacher should keep in mind that the assignments should be appropriate to the purpose of the lesson. In preparation for the lesson, the teacher must clearly define the time of the lesson. Quality organization of the teaching process requires the teacher to work carefully, to organize lessons in an interesting and effective way, to use time efficiently. We hope that the teachers will be able to achieve their goals in the future if they use the following activity activities effectively in the classroom. These are characterized by the fact that students can perform several exercises at the same time. The first is the practice of doing it at the same time, the second is a set of selected classroom activities.

Simultaneous jigsaw reading: The text is cut in half and given to two students to work in pairs. Students read their texts aloud and at the same time hear what the other student is reading. They are instructed to take a break after each sentence. At the end of the lesson, students are asked to turn the text over and explain it with the second part of the text, without listening. By activity develops students' thinking and memory skills. [6.].-Dealing with destruction; When encouraging students to work in pairs, Student 1 is instructed to read a short text aloud and a time is set. At this point, the second student asks the first student questions that require a short answer (yes / no) that is not specific to the text being read. These questions can be about "interest" about "family". Student 1 is encouraged by allowing them to respond in very short facial expressions, i.e.: "mmm, yeah, or shake his / her head". The second student who receives the answers immediately asks questions about the text written by the teacher. Then,

how well the 1st student understands and remembers the text is checked and the students are encouraged. This practice encourages the student to think quickly, to speak fluently. Now let's talk about activity. Vocabulary Chain and a memory game: one participant says one word, the other participants continue to say the word with the last letter of the word. E.g. horse-egg-doal-light-toy-yacht and so on. This memory and exercise game is conducted in a different way, that is, each student continues his or her own words. E.g. I went shopping and I bought a horse, an egg, a goal etc. A friend in need is a friend indeed-Do`st kulfatda bilinar; - Money doesn't grow on trees- No income without labor; [2]. Repeat or answer. Students answer or repeat the questions as they listen to the teacher's statement. T: Where do you live? Ss: In Uzbekistan. T: Uzbekistan is a beautiful country. Ss: Uzbekistan is a beautiful country. T: Have you ever been in Tashkent? Ss: Yes, I have / No I haven`t. T: Tashkent is wonderful isn`t it? Ss: Tashkent is wonderful isn`t it? Or Yes it is / No it isn`t. T: You don't like Tashkent (?) Ss: You don`t like Tashkent, or yes, I do / No I don`t. The above "Tashkent is wonderful isn`t it?" Both the device and the question can discussed. Depending on the tone of the sentence, the student should be able to distinguish and express their opinion on this basis. In short, this type of activity develops the student's ability to hear and understand. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows: Activities focusing on fluency

- Reflect natural use of language

- Focus on achieving communication

- Require meaningful use of language

-Require the use of communication strategies

-Produce language that may not be predictable

-Seek to link language use to context

Activities focusing on accuracy

-Reflect classroom use of language

- Focus on the formation of correct examples of language

- Practice language out of context

-Practice small samples of language

- Do not require meaningful communication

-Control choice of language[4]

Professor B.S Abdullaev also divides interdisciplinary connection into the following types: 1) meaningful; 2) operation; 3) methodical; 4) organizational. As he points out, skills are the process of learning through thinking operations reaches The term "technology" is derived from foreign methods and is used to describe the educational process organized in various forms.[11]. Educational technologies are used effectively to improve methods that affect students in solving didactic problems. Differentiated educational technology. In this technology, students are divided into groups according to their typological characteristics. Dividing into groups takes into account students' personal attitudes toward reading, interest in learning the subject, and so on. Different levels of programs and didactic materials are created, which differ in content, size and complexity. Ways to do them, as well as separate materials for the diagnosis of learning outcomes.

  To sum up of my ideas I want to say that, using integrated learning rapidly in class can develop the students imagination. As a result of the organization of interdisciplinary communication in the classroom, the number of subjects will be reduced, the results will be more effective, and students will be able to work independently easy going. Integrative lessons can be used to discuss, teach independent creative thinking, organize group competitions, and ask and answer questions. The main purpose of the use of such modern types of lessons is to activate the activities of students in the learning process, to achieve a high level of mastery of the material. That's the technology teaches students to imagine the

world differently, practice with life to connect, not to memorize theoretical rules literally, to understand the harmony of the individual and society, to achieve diversity of opinion, non-standard thinking as well as understanding ways of self-improvement.

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