

STAGES OF ORGANIZING THE INTEGRATED EDUCATIONAL PROCESS

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Abstract: this article provides recommendations and suggestions on the organization of an integrated educational process, the analysis of research works by republican and foreign scientists on the integrative approach, the principles of integrated education, the integrative approach in education, the process of forming integrative knowledge, the stages of lessons based on an integrative approach and methods of their preparation and conduct.

Key words: integrative approach, integration, integrative learning, integrative approach in education, integrative lesson in education, integrative knowledge, didactic principles, reflective, interdisciplinary.

Introduction Today, the integrative approach is more often used in the research work carried out in the field of Science, along with innovative, creative and systematic approaches. At the moment, the Integrative Organization of educational processes, the improvement of integrative educational technologies and the improvement of the content and methodology of training on the basis of modular educational requirements. Today, the integrative approach is more often used in the research work carried out in the field of Science, along with innovative, creative and systematic approaches. At the moment, the Integrative Organization of educational processes, the improvement of integrative educational technologies and the improvement of the content and methodology of training on the basis of modular educational requirements. The promising aspect of this direction is that a particular system is integrated with the ideas of progress. In fact, it is necessary to carry out integrated education based on internal logical connections and deeper methodological connections. Currently, special attention is paid to the problem of integration in the educational system. The introduction of integration into the educational system is the main tool in solving tasks related to the formation of critical thinking, independent search for information and analysis skills in students.

Literature review. Analysis of thematic literature. A number of scientific studies are carried out in Jahan on the use of an integrative approach to improving the quality and effectiveness of education, the implementation of an integrated approach to the integration of teaching processes. In this regard, on the issues of interdisciplinary communication and the organization of integrative training processes in our Republic, R.Mavlonova, R.Safarova, E.Turdikulov, M.Mirkosimova, A.Musurmonov, P.Musayev, A. Choriev, H. In this regard, on the issues of interdisciplinary communication and the organization of integrative training processes in our Republic, R.Mavlonova, R.Safarova, E.Turdikulov, M.Mirkosimova, A.Musurmonov, P.Musayev, A. Choriev, H. A. Scientists such as Abdurakhmonova, R.Burkhanov, and T.Nuriddinov have carried out research work. In these studies, various directions and principles of interdisciplinary communication, their application in the development of certain subjects in

the educational process, requirements for educational content on the basis of inter-disciplinary communication are studied in a scientific and practical way.

From foreign scientists J.Gilbert, F.Cochran, J.W.Gray, M.Trott, R.J.Gaylord work highlights the benefits and possibilities of applying integrative educational technologies. In this scientific research, special attention is paid to various aspects of the training of highly qualified personnel, namely the preparation for innovative and pedagogical activities, the possibility of using information and communication techt.

Research Methodology. In modern pedagogical practice, research on the integration of education on the basis of interdisciplinary connection continues. This task is incredibly complex and at the same time has a great effect.

The idea of integrative education is one of the conceptual ideas of modern education. The goal of integrative education is to form a holistic view of the world.

Integrative (synthesizing, polyparadigm) carries out consistency in combining the organic integrity of the educational process (content, principles, methods, forms of training, all components of holistic activity: goal setting, planning, practical activity, self-management, correction), elements of various concepts [1].

Integrative education system-forming priority ideas are the personal orientation of Education, generalized subject structures and methods of activity, motivations that generate meaning in teaching, consistency in teaching, problems in teaching, dialogism, reflection of activity [2].

There are several types of integration:

1. Integration of Natural Sciences and humanitarian cultures.
2. Combining the subjects studied by teachers on the basis of the development of unified programs for the formation of leading concepts of an interdisciplinary nature in the educational process.
3. Integration of the relationship between academic disciplines on the basis of the implementation of "horizontal" structures by strengthening the practical orientation of not only a particular topic, but also the cycle of disciplines.ere are several types of integration:

1. Integration of Natural Sciencess.

Purposefully implemented science communication helps to intensify the educational process, increase learning motivation, develop speech, cognitive interest, form the skills of students to compare, generalize, draw conclusions.

The purpose of integrated lessons is to have a holistic picture of the phenomenon, process being studied, which is reflected in the topic, in the program section. Their place at the beginning of the topic, in the introductory (general) section or as a summary at the end of the study of the topic. The introductory and review lesson creates a holistic picture of what is being studied. In subsequent lessons, the educational material is reviewed and analyzed in detail. In the final lesson on the topic (section), a summary and conclusions are drawn.

We will consider the stages of lessons and methods of their preparation and conduct when organizing the educational process based on an integrative approach (**Table 1**).

Table 1.

Lesson steps	Activities at each stage
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Creation of a creative team	Forming a team of teachers to conduct integrated lessons. When forming such a team, it is necessary to take into account the factors of mutual compatibility and harmony, goodwill and partnership - this is the key to success.
Analysis and planning	Comparative analysis of programs, textbooks and manuals for educational courses where integration is required. Determination of the level of clarification of facts, the depth of their generalization, the level of assumed skills, as well as the method of knowledge used in this topic. Drawing up a calendar-thematic planning with partner teachers (determination of related topics of individual academic subjects, number and topic of combined lessons).
Designing lesson content	Determination of the purpose, objectives of the lesson. Work on content: each teacher, attracting students, chooses material in his direction (additional literature, interesting facts, pictures, musical works, audio-video materials). The creative team considers everything to create a holistic texture of the lesson without clear boundaries between the integrated parts and chooses only what is needed for the lesson at a certain time interval.
Rehearsals	At this stage, the scenario is improved: the development of all scenes, Time storage is carried out.

Executive	Conducting an integrated lesson. The lesson should have a strong impact on students at the beginning. Methods of exposure can be different: a problem, an interesting event, a Musical or video introduction. In the main part, the stages of the lesson are drawn up; various forms of teaching are used (role and business Games, seminars, dialogue lessons, trips, expeditions, project protection, lessons with multimedia support; the student's activities are aimed at achieving a holistic picture of the studied phenomenon, phenomenon, process, reflected in the topic of the lesson, understanding knowledge, developing skills and abilities.
Reflexive	Systematic integrated analysis and self-analysis of the lesson.

Analysis and results. The conclusion is that the didactic features of integrated technology (orientation to the educational person, management of educational activities, concentration, cooperation, creativity) are manifested by achieving the dynamism of internal integration of the subject of educational science, basic understanding and knowledge, skills, competencies with educational goals (educational, educational, developmental). Also important are the systematic and integral analysis of the lesson - the criteria of pedagogical activity, the composition and components of integration, the orientation of Integrated objects and the improvement of the criteria and parameters for achieving the results of integrated education.

Conclusion/Recommendations. So, in conclusion, it can be said that as a result of applying an integrative approach to the educational process, a solid integration of Education, Science and production is ensured. Because the integrative approach used in the educational process requires the separation of technologies into pedagogical and information and communication technologies. Although the directions of these integrated technologies are different, they also have common aspects in their continuity. The study of computer graphics and web design in higher education is considered an important task in determining the optimal (effective) ways of using information and communication technologies based on an integrative approach, exploring the principles of continuity and defining their specific criteria.

List of literature used

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