



Integrated Approach In Developing Reflective Competence Of Future Primary Class Teachers

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Abstract: The article talks about an integrative approach to the development of reflexive competence in future primary school teachers.

Key words: primary school teacher, integration, integrative approach, competence, reflection, reflexive competence, development of reflexive competence.

Аннотация: В статье говорится об интегративном подходе к развитию рефлексивной компетентности у будущих учителей начальных классов.

Ключевые слова: учитель начальных классов, интеграция, интегративный подход, компетентность, рефлексия, рефлексивная компетентность, развитие рефлексивной компетентности.

Annotatsiya: Maqolada bo'lajak boshlang'ich sinf o'qituvchilarida reklektiv kompetentlikni rivojlantirishda integrative yondashuv haqida so'z borgan.

Kalit so'zlar: boshlang'ich sinf o'qituvchisi, integratsiya, integrative yondashuv, kompetentlik, refleksiya, refleksiv kompetentlik, refleksiv kompetentlikni rivojlantirish.

One of the promising directions for solving the problem of finding new pedagogical solutions that will contribute to the increase and development of the creative potential of future teachers in order to have a more effective influence on the teachers of academic subjects in modern educational



institutions. is counted.

Currently, there are a number of problems related to integration processes in the field of education. The search for a way out of the existing conflict between the subjective structure of the educational process and students' need for integrated, systematic knowledge led to the active use of the ideas of integration in education.

The narrowness of pedagogical approaches to the consideration of real-world phenomena and processes in educational activities, the fragmentation of students' knowledge, the inability to work with existing information in a wider semantic context, and the inability to find important connections and interactions have long been the influence recognized as a problematic system by experts in the field of lim and teachers

In practice, teachers' integrated lessons in many cases have a number of important shortcomings, including: the lack of theoretical foundations for the feasibility of providing "specified" integration; lack of development of issues of educational diagnosis and development of issues of storage and organization of materials. The fact that such classes are often conducted by several teachers creates problems in paying for such classes, in addition, there are issues of responsibility for the final result of teaching and its place in the permanent schedule of the educational institution.

Integration in education is considered, first of all, as a process of achieving its integrity and consistency.

Integrating disparate parts into a single whole is an integral approach.

The formation of integrated learning skills in the integrative teaching of subjects in future elementary school teachers is achieved by solving the following tasks:

1. summarizing interdisciplinary knowledge that helps to increase the efficiency of students' educational and educational activities;
2. formation of creative abilities (ability to analyze, compare, generalize, transfer knowledge to a new situation, etc.);
3. expanding the scope of knowledge of the student's scientific ideas



about the overall picture of the world;

4. formation of a multifaceted personality.

Modern trends in education development call for active formation of students' holistic knowledge about the world. Integrative features largely depend on the activity of the teacher who creates these pedagogical conditions by implementing an integrative approach to the teacher.

According to B. M. Kedrov, the integrative approach is a complex method, the main features of which are a holistic review, separating the main factor and grouping others around it, determining the highest level of development of this object and its relations with lower levels, its is to reveal the main features. The relationship between the internal and external aspects of the object, the inseparability of the general and the private in the transition from the general to the private and from the private to the general.

The formation and development of future primary school teachers' ability to conduct integrated lessons requires various educational forms that ensure the effectiveness of students' perception of educational materials. The need for the emergence of integrated lessons is explained by a number of reasons:

- firstly, the world surrounding elementary school students is known by them for its diversity and unity, and often the subjects of the educational cycle aimed at studying the individual phenomena of this childhood do not give an idea of the whole phenomenon, which divided into different parts;
- secondly, integrated lessons develop the potential of primary school students, encourage them to actively perceive the surrounding reality, understand and find cause-and-effect relationships, develop logic, thinking and communication skills;
- thirdly, the form of integrated lessons is non-standard and interesting. The use of various types of activities during the lesson supports the attention of students at a high level, which helps to increase the effectiveness of the lessons. Integrated lessons open up important pedagogical possibilities. By switching to various activities, such lessons relieve students' fatigue and excessive stress, sharply increase their interest in knowledge, and serve to



develop schoolchildren's imagination, attention, thinking, speech and memory;

- fourth, integration in modern society explains the need for integration in education. Modern society needs highly qualified, well-trained specialists. To meet this need, it is necessary to start training educated, well-trained professionals from the lower classes, which is facilitated by integration in the primary classes;

- fifthly, due to the strengthening of interdisciplinary relations, study hours are allocated that can be used for additional practical training;

- sixthly, integration creates an opportunity for self-awareness, self-expression, creativity of teachers, helps to reveal abilities.

We can conclude that, as a result, we can conclude that integrated lessons give the student a very broad and bright idea of the world in which he lives, the interaction of phenomena and objects, the world of various material and artistic culture. will give. The main focus is not on mastering certain knowledge, but on developing imaginative thinking.

Integrated lessons include mandatory development of students' creative activities. This allows you to use the content of all academic subjects, refer to the surrounding life events and events, and draw information from various fields of science, culture, and art.

Thus, integrated education creates new conditions for the work of future elementary school teachers, which is considered a necessary condition for the development of creative activities that help to immerse themselves in the problems of interrelated subjects. In elementary grades, integrative classes have the following advantages over traditional classes:

- ❖ integrative lessons help to increase the motivation of teaching, to form students' interest in learning, to create a holistic scientific view of the world, and to consider the phenomenon from several angles;

- ❖ to contribute to the development of speech, the formation of students' ability to compare, generalize, draw conclusions; intensification of the educational process, relief of excessive stress, overload;

- ❖ integrative lessons deepen the understanding of science, expand the horizon, contribute to the formation of a multifaceted, harmonious and



intellectually developed person;

- ❖ integration is a source of finding connections between facts that confirm or deepen certain conclusions and observations of students in various subjects;
- ❖ integrated lessons allow to systematize knowledge;
- ❖ integrative lessons form the general scientific and rational skills of educational work to a greater extent,

Integrative classes help to increase the teacher's professional skills, as they require the acquisition of the method of intensification of the educational process, the implementation of an activity-based approach to teaching.

The main principles of the integrated lesson consist of the following aspects:

- ✓ the whole lesson is subject to the author's idea, the lesson is combined with the main idea (core of the lesson);
- ✓ lesson has a holistic view, lesson stages are components of holistic parts;
- ✓ stages and components of the lesson are logically and systematically connected;
- ✓ didactic materials selected for the lesson correspond to the plan;
- ✓ information chain is organized as “given” and “new” and reflects not only structural but also semantic connection. Consistency of the structure is achieved sequentially, but does not exclude parallel communication. (in the first case, a sequence of actions is observed, in the second, relevant tasks are performed that correspond to another logically constructed idea).

Compliance with these laws allows to consider the lesson as a scientific and coherent structure, in which the following are important from the point of view of content: a set of knowledge and skills and free work with them, comparisons of what has been learned and what is being learned.

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