



Integrative Approach In Professional-Pedagogical Training: Didactic Possibilities Of Interdisciplinary Relationships

Khudayqulova Fazilat Buriyevna

Chirchik State Pedagogical University

Faculty of Primary Education

ORCID: <https://orcid.org/0000-0002-0220-626X>

Abstract: This article analyzes the didactic possibilities of an integrative approach in improving the professional and pedagogical training of future primary school teachers. The study identifies the impact of interdisciplinary connections on the formation of professional competencies. The analysis of observations was justified as serving to increase the effectiveness of integrated education.

Keywords: professional training, integrative approach, interdisciplinary connection, competence, didactic model.

Introduction : The transformations taking place in the education system are radically changing the requirements for the teacher. Now the teacher is considered not only as a provider of knowledge within a certain subject, but also as a specialist who forms complex thinking in students by integrating various fields of knowledge. At the same time, an analysis of the practice of training pedagogical personnel shows that the existing educational process is often fragmentary in nature, and interdisciplinary connections are not sufficiently provided. This limits the ability of future teachers to solve complex situations that arise in their professional activities.

This situation is expressed as a problem as follows: the didactic possibilities of an integrative approach in the process of professional and pedagogical training are not sufficiently systematized and developed in the form of a practical model. and systematize didactic opportunities for developing professional training based on interdisciplinary connections .

Literature review : The problem of pedagogical integration is covered in the scientific literature based on various approaches. In particular, VA Slastyonin



sees integration as the main factor ensuring the integrity of the pedagogical process and interprets it as an important condition for personal development [3]. EF Zeer connects integration in vocational education with a competency-based approach and justifies its role in improving the quality of professional training [4]. The reflexive approach put forward by D. Scho'n is considered as a mechanism ensuring the transfer of integrated knowledge into practical activities [5]. In the Darling-Hammond studies, it is proven that an interdisciplinary approach develops teachers' decision-making competence in problem situations [6].

In the research of local scientists, integration is studied more in connection with innovative technologies (Kuronov, Shodiev), and they put forward the idea that its systematic model in professional training has not been sufficiently developed [7 ;8]. Based on these studies, the following problem is identified: the didactic mechanisms and structural components of the integrative approach in professional and pedagogical training are not comprehensively substantiated.

Research methodology : As a result of the analysis of the above problems, a systematic approach was prepared using the following methods:

- A comparative analysis of scientific sources was conducted;
- grouped pedagogical phenomena;
- generalized and systematized;

The analytical, comparative and modeling methods used in the research process served to identify the multifaceted structural structure of the integrative approach and systematically reveal its broad didactic potential in the training of future primary school teachers.

Results: As a result of observational analyses, the following didactic possibilities of an integrative approach in professional and pedagogical training were revealed:

Interdisciplinary communication eliminates the fragmentation of knowledge by ensuring didactic continuity between academic disciplines and unites them into a logical system. As a result of this approach, the future teacher will acquire the skills to analyze information in his professional activity not only as separate components, but also as a holistic pedagogical system.

of theory and practice eliminates the abstraction in the professional training of future teachers. As a result, students acquire the skills to quickly adapt to changes in the real teaching process, take into account the individual needs of



students, and independently design personalized teaching strategies with the help of educational analytics and modern technologies.

The use of educational analytics tools in an integrated learning environment takes reflective processes to a new level. This allows future teachers to not only observe their own performance, but also conduct data-driven analysis, work on pedagogical errors, and continuously improve personalized teaching strategies. , the following integrative mechanism of professional and pedagogical training, which combines digital technologies and pedagogical innovations, was designed , taking into account the requirements of the modern educational environment:

- didactic component - harmonization of interdisciplinary content;
- methodological component - integrative methods;
- practical component - real pedagogical situations;
- reflexive component - analysis of professional activity;

This mechanism serves to raise the quality of training of future primary school teachers to a new level and is considered a key scientific achievement that ensures the continuity of integration and innovative activities in the educational process.

Discussion : When the conclusions obtained are compared within the framework of existing scientific paradigms, the integrated teaching system has emerged as the most optimal strategy that ensures continuity between theory and practice . This creates a real basis for didactic innovations in the professional training of future teachers.

However, there are a number of problems with implementing integration in practice:

- Methodological support does not meet modern requirements, teachers lack the ability to combine knowledge from several subjects or areas, assessment criteria are not unified , and diagnostic indicators have not been developed.

Addressing these issues is an important condition for the effective implementation of an integrative approach.

demonstrate the primacy of an integrative approach in ensuring continuity between theory and practice and as a conceptual basis for preparing future primary school teachers for a modern digital learning environment.

The implementation of an integrative approach to the educational process expands the possibilities of using educational analytics tools. This, in turn, ensures the personalization of teaching, accurate monitoring of the dynamics of



student learning, and ultimately the achievement of high efficiency, which guarantees the quality of education.

future teachers through deeper integration of project-based teaching methods into the educational process and establish a professional diagnostic system: including: developing multi-criteria diagnostic models for assessing students' integrative competencies and applying them to all stages of pedagogical practice.

Based on the requirements of international assessment programs (such as PISA, PIRLS), the main goal is to update the methodological base of the integrative approach to meet world standards .

References

1. Ўзбекистон Республикаси Президентининг ПФ–5847-сон Фармони. – Тошкент, 2019.
2. Ўзбекистон Республикаси Давлат статистика қўмитаси. Таълим кўрсаткичлари. – Тошкент, 2022.
3. Слостёнин В.А. Педагогика. – М.: Академия, 2002. – 576 с.
4. Зеер Э.Ф. Модернизация профессионального образования. – М., 2005. – 216 с.
5. Schön D.A. The Reflective Practitioner. – New York, 1983. – 374 p.
6. Darling-Hammond L. Teacher Education – 2010.
7. Қуронов М. Миллий педагогик – Т., 2017.
8. Шодиев Н.Ш. – Самарқанд, 2020.