Use of an Integrative Research on the Education System

Yuldasheva Dilorom, Ashurbayeva Ruqiya, Asadova Shakhlo, Yusupova Dildora

Abstract— *This article discusses the effectiveness of integrated learning in native language teaching in secondary schools. This article mainly focuses on the coordinating native language lessons based on integrated education , in consequence, adducing preventive ways the educational process from falling into the same position and prevents students from losing interest in the lessons, privileges of teachers to work on their own and ensure that quality education remains in the system.*

Key words: integration, methodology, integrative education, interconnection systems, integration and innovative technologies.

I. INTRODUCTION

Integrated learning has long been known for Uzbek pedagogy, includes interdisciplinary ties within the education system, and relies in reality on a philosophical view of the universe's dignity.

Organizing on the basis of integrating the classroom process in world science the capacity of the learner to contribute to the development of the intellectual potential has been elevated as an axiom. /16/ To the extent that, while the eastern world delivered the encyclopedia scientists (although no favorable conditions existed for learning as it is today) the disciplines, in particular, logics used to be taught in the context of philosophy. There is substantial evidence that even during the Soviet era this practice persisted in Eastern education.

In the work of Abdulla Kadiri for example, there's an instance in "Mehrobdan Chayon" as follows:

To prevent Anvar from being orphaned and poor mullah Muhammad Rajabbek wanted to sponsor his son's loyal friend.

Anvar used to come to Muhammad Rajabbek's house on Quran nights for up to three weeks.

Last Quran night, Muhammad Rajabbek asked Anvar about the situation:

- How well is your patron?
- Thank you, good.
- What about your studies?
- A little bit good.
- Do you stay at the house of your teacher?
- Sahib.
- Don't you cross with tedious time?
-No.
Are you studying a science account?
- No, sir.
- Does your teacher know the accounting?
- I think they don't know.
- If I appoint a teacher, will you attend him for the accounting?
- Of course, I will if my teacher permits it.
- Well ... then at least tell your teacher come here to see me.
- All right.

The next day, Mohammed Rajabbek spoke to his master and told him that he was going to take over Avwar, and that he needed to learn more in Arabic and in Persian to learn more. . Although the master, Muhammad Rajabbek, was a little in a hurry for his kindness to Anvar, but because of his good understanding of this motive, he praised the poor guy pointing his intelligence and talent. After complaining about his troubles to make Anvar a man, he stated that he is probably teaching Persian and Arabic in these days, and that Anvar could write Persian insults and editorials. He said that in several excuses, his literacy was not worth the calculation, that Anwar's knowledge would require another teacher to study the accounting. Muhammad Rajabbek allowed the man to try to find another teacher on his own right ./10/

In fact, Anvar (in our opinion), who was fluent in Turkish Arabic, Persian and Persian could work in the secretariat of the country. However, the palace officer (Muhammad Rajabbek) at that time did not think so. According to him, "the future secretary or accountant of the palace must be aware of the scientific accounts."

Indeed, interdisciplinary connectivity, as well as the understanding and understanding of all things as a whole, is an indisputable aspect of knowledge. Both scholars of the Oriental and Western scholars share the same view. Mysticism, Fariduddin Attor wrote: "There is no small thing on this earth. Everything is interconnected and complementary." Alisher Navoi compares those who do not understand the whole of the universe in the book Lison ut Tayr (narration "Blinds and Elephant") / 21 /. The well-known didactic scientist Jan Amos Komensky believes that "everything in the universe should be studied in the same (natural) way."

Retrieval Number: D5358118419/2019©BEIESP
DOI:10.35940/ijrte.D5358.118419
Journal Website: www.ijrte.org

7661

Published By:
Blue Eyes Intelligence Engineering
& Sciences Publication

II. RESEARCH METHODOLOGY

Integration derived from a Latin word, *integratio* - recovery, filling, *integer* - wholistic, integrity meanings. This notion has a broader meaning than what it has in our minds, and it covers every aspect of social life. For example,

1) the concept of the interconnectedness of a system or parts of a body and functions and the process that leads to such a state;

2) convergence of disciplines and the process of interaction; is accompanied by differentiation;

3) harmonization and integration of the economies of two or more countries (ie economic integration) / 19 / and etc.

When we talk about integration, we need to understand the meaning of the term, the integrity of a few elements combined. For example, for a cup of tea, a person needs a kettle, pillow, dry tea, 100-degree boiling water and a water boiler. One of them, say, without water boilers, will change now: you have to satisfy your thirst with cold water not the hot tea, and so on. The concept of interdisciplinary interdependence in school can also be understood by the fact that secondary school subjects cannot be fully mastered / 2/3 /.

We try to prove our point followings are taken to exemplify. At the school, the 6th grade "Mother tongue" program and the textbook "Sound. Three aspects of speech sounds". School experience repeatedly proves that this topic is not covered by science. Because when talking about speech sounds, of course, there is a need to differentiate them from mechanical sounds. A simple and basic knowledge of mechanical sounds is taught by the subject "Physics". So integration of "Mother tongue" and "Physics" is important here.

The fact that "Speech sounds are produced by speech organs" requires that the reader know the subject of "Anatomy" or "Human Physiology". It is important for the reader to know, first of all, the location of the body of the speech, the extent to which the speech is involved, and how it functions. Because the information that is needed for the rest of your life, to know which parts of the speech process, under what conditions your voice sounds or falls and sometimes causes a thunderous throat.

Bell, a physical scientist who invented the phone, determined the frequency and the volume of that instrument, so that its name (decibell) depends on the unit speed. Howe ver, it is no longer important. The main thing is to know and obey the standard of volume proposed by this famous physicist. Vitally important thing is knowing and obeying the volume standard proposed by this famous physicist.

Process of intercourse (normal) - 40 db (decibel) = cultural sign;

noisy state (overdose) - 80 db (decibel) = sign of cultural retreat;

Severe condition (standard infringement) - 130 db (decibel) = sign of incivility.

On the contrary, speaking with others, shouting with voice as if tearing the throat during a conversation, can hurt the hearing organs of the communicator (both the speaker and the listener), causing the speaker's cerebral tissue to be irreparably damaged or "killed."

This means that the child needs to be proficiently competent in native language ~ anatomy ~ physiology ~ physics ~ ethics so that the child can master the subject in the mother tongue. The relational link chain doesn't end up here.

The desired speech volume is intended for the transmission of information. So, how else can the sounds` speak task be "fixed?" Of course with the support of utilizing modern gadgets and internet, social network as telegram, instagram, etc to name but a few. This means that the subject of "computer science" is also included in the interdisciplinary link. This chain can nevertheless be continued permanently.

Interdisciplinary linking each individual student's experience of knowledge and skills acquired during physiological, psychological, and pedagogical readiness to decorate the knowledge he had scratched in the golden pages of memory at a young age, explaining the essence of the subject matter as different aspects of the study of social life or the nature of human beings as a part of it provide the whole world with a complete 'digestion' of the future generations' minds. It also combines the school-based learning environments, granting them to complement one another.

In the various time periods, within diverse disciplines and methods, different scholars have studied the concept of integration criteria extensively. In particular, Y.A.Komenskiy, A.S.Makarenko, N.K.Krupskaya, V.A.Suxomlinskiy, D.B.Elkonin, V.V.Davidov, Dj.Dyui, G.Frezing, S.V.Kulnevicha, T.T. Lakotsenina, E.Xovfman and other scientists` perspectives basing a foundation to the solution of this problem is more pedagogical from their point of view / 22 /.

S.V.Kulnevicha, T.T.Lakotsenina commented on the integration in their book "Modern Lesson Analysis": "Integration means combining (so far as possible) complementary knowledge in specific areas" / 5 /.

A.Danilyuk's assessment of the integration of didactic education as a didactic principle has also established that interdisciplinary engagement in learning, teaching and learning is an important criterion. In studies by scientists such as D.A.Artemyev, M.N.Berulava, I.G.Eremenko, E.V.Bondarevskaya, V.A.Slastenin various approaches to application of the integrated access have been offered in all levels of education (secondary general education, special vocational and higher education).

Specific science, within subject areas, among topics, even if the exercises and tasks are not integrated in a single theme, an associative relationship can not be created in the mind of the learner. Of course the knowledge that is not interconnected does not last in the individual's consciousness for long: it rapidly goes away and sometimes disappear tracklessly. The names of Russian scientists such as A.Ignatova, V.M.Maksimova, N.M.Belyankova, I.B.Bogatova are mainly related with the creation of associative courses, blocks and modules within the unified education system/ 8 /.

When asked about the need for continuous learning in integrated education education, scientists such as R.N.Averbux, N.P. Litvinova ignore that notion, and when traditional (usually effective) educational methods, methods or approaches are combined with innovation, as well as socio-cultural, socio-political and educational processes the development of the education system can be ensured to be high, taking into account the influence of economic factors.

We note that research into community judgment also focuses on the integration of education content (M.N Berulova), the interrelationship in the education system (V.V Bolgov). It is worth mentioning that Uzbek teachers are also doing a great job. In this sense, O.R.Roziqov /11;12/, R.G'.Safarova /14;15/, B.R.Adizov /1/, C.Y.Og'ayev /11;12/, M.H.Mahmudov /12;13/, U.Musayev /7/ and in the work of others, this problem has been studied indirectly within the context of education, within the teaching methods. In this regard, D. Yuldosheva's "Evolutionary Development of Educational Purpose" / 18 /, Sh. "On the types of interdisciplinary links ", G. Nematova, R. Ashurbayeva, D. Yuldasheva" Teaching native language lessons at school with literature, biology "/ 9 /.

In general, the research carried out at D. Yuldosheva identified the intent, content, methods and means of the learning process, teacher-student relations and effectiveness of this system, highlighting the identification of the person or specialist who will be formed, determining the social purpose of education by the general level of development of the individual, state, society, science and technology, and production, and the entire educational process - from the learning material to the learning outcomes - based on the learning objectives were analyzed in detail within the article given at the integral /18/.

The scientific understanding is that, in order to be develop ed as an independent holder of creative thinking , the content of the curriculum material (the learning material, the system of knowledge that is required to be mastered) is likely to be expected to be pragmatic, practice-oriented, and relevant to the student's daily activities. Teaching method encourages the student to think, search and find while the teaching tools are not limited to the textbook, but the teacher has to be able to encourage the student to work with sources of information with very complex observation, research, finding, thinking and editing. There must be a skillful control of the application process - all parts of the didactic system must be aligned and complement each other. This means that the purpose of the learning is **~ the content of the teaching ~ the teaching purpose ~ the teaching materials ~ the teaching strategy ~ the relevance of the relationship between the instructor and the learner**.

Based on our observations, we can distinguish several types of educational integration:

1) integration of the education system and its components;
2) integration of learning objectives and content;
3) integration of learning objectives, content and methods;
4) integration of learning objectives, content, methods and means;
5) integration of educational purpose, content, methods, related bonds between teacher and learner.

Or incorporation in the education system of research theories, processes, procedures and technologies in education;

III. RESULTS & DISCUSSIONS

- Integration of biodiversity, inclusive and competence-based approaches in the education system;
- integration of traditional and unconventional methods in the education system;
- integration of innovative and interactive methods in the education system;
- integration of "Information Bank" materials in the education system, etc.

Also, depending on the approach to the essence, you can also group the following:

1) integration of education systems and stages.
2) Continuing education (pre-school education; general secondary (primary and general) education; secondary special education; higher education (bachelor and masters); Integration of postgraduate education, advanced training and retraining, out-of-school education)
3) integration of specific learning topics.
4) integration of theoretical education and its pragmatics in the educational process.
5) uniting different participants of the educational process (parents / educators, parents or schools / families) directly related to education (different state and non-state), etc. integration into the system.
6) integration of education, training and intellectual development in the educational process (in relation to the learner).
7) Integration of national education into a global process, etc.
Here, let us briefly dwell on some of the types of integration identified in some research:
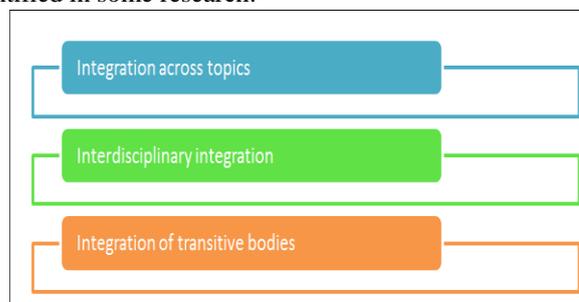
Integration across topics is the integration of concepts within a single subject into individual themes.

Interdisciplinary integration - synthesis of facts, concepts, principles, etc .; Two or more subjects that a teacher should use when preparing an integrated lesson.

Integration of transitive bodies is the synthesis of basic and additional components of (trans-subject) education. 1) (Trans. Explanation: Trans. move through/within the area and cross it (for example, transatlantic); 2) to go from one thing to the other, to locate (for example, transuranium elements); 3) indication and pinpointing of something in the medium; setting, delivery (such as transliteration). / 17 /

The use of such integrations in the course depends on what the lesson is aimed at. It is important that the educator chooses one of the types of knowledge integration.

There are two aspects of the integration of the selected concept activities (unity, reality, method or system, etc.) -the integration of conceptual aspects and functional and related parties in each field. For example, while the conceptual integration is a didactic aspect of education, the pedagogical aspect is associated with pragmatism. Naturally, both theoretical and practical integration are of a dialectic generality and character. Practical integration should be remembered for having a solid theoretical basis while a theory without a pragmatic value is also considered as' dry.'

Every well-thought-out, thought-provoking, thought-provoking lesson in the school curriculum, motivated and experienced teacher can own proficiency motivating the student to think logically. In this sense, it will increase students` interest in the course. It forms the intellectual potential and broad outlook of the learner which positively influence the thinking of a gifted child.

The main thing is to keep both the student and the teacher from being united is the right angled glance of the subjects in the educational process as primary or secondary can " shadow" on the nature of integrated learning. After all, each discipline is effective when it is based on the principle of integration. For example, in the organization of native language classes in secondary schools, we believe that it is appropriate and useful to teach the following subjects:
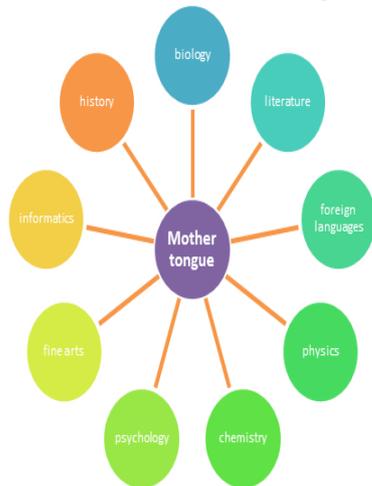
There is also the opportunity to teach native language phonetics, dialectology, lexicology, morphology, syntax, methodology, as well as each subject related to the subjects of **literature, history, foreign language and fine arts**. It also covers subjects such as **physics, computer science, anatomy, and music**. it is important to read the syntactic linkage of the word or sentence to the **chemistry** subjects. Such examples can be cited within each subject.

The conclusion is that the organization of native language lessons based on integrated education results in the following:

- prevents the educational process from falling into the same position and prevents students from losing interest in the lessons;

- requires teachers to work on their own and ensure that quality education remains in the system;

- Creates and develops the association of existence in the students' minds;

- Provides students with the ability to logically connect the cause and effect of any event and draw correct conclusions;

- enhances the independence of students, nurtures and organizes logical and creative thinking;

- ensure that participants in the learning process are aware of innovative technologies;

- provides students with a comprehensive understanding of the world and its diversity.

IV CONCLUSION

To conclude from all above observed , it is obviously visiblethat an integrated education approach requires a lot o f knowledge and great potential by professionals and teache rs leading prosperity of whole education path.

REFERENCES

1. Адизов Б.Р. Бошланғич таълимни ижодий ташкил этишнинг назарий асослари. Пед. фан. докторлик дисс… автореферати. – Т., 2003. – 44 б.
2. Бабанский Ю.К., Поташник М.М. Оптимизация педагогического процесса (в вопросах и ответах). – Киев: Радянська школа, 1984. – 288 с.
3. Жабборов А., Неъматова Г. Она тили таълимида когнитив психология, вербал таълим ва ижодкор шахс масаласи // Тил ва адабиёт таълими. – 2001. – № 6.–В.8.
4. Коменский Я.А. Буюк дидактика. – Т.: Ўқитувчи, 1975. – 240 б.
5. Кульневич С.В., Гончарова В.И., Лакоценина Т.П. Разработка современных уроках. –М., 2004.–212 с.
6. Кедров Б.М. О синтези наук// Вопросы философии.– М., 1973. –№ 3. – С. 81-85.
7. Мусаев У. Умумий ўрта таълим жараёнини либераллаштиришнинг ташкилий педагогик шарт-шароитлари. – Пед. фан. номз. диссер.–Т., 2004.–130 б.
8. Musayev U. Integratsiya darajalari // Xalq ta'limi. – 2002. – № 6.–В. 5.
9. Ne'matova G., Ashurbayeva R., Yo'ldasheva D.N. Maktabda ona tili darslarini adabiyot, biologiya mavzulari bilan bog'lab o'qitish.– Toshkent: Muharrir, 2019.–124 b.
10. Қодирий А. Мехробдан чаён. –Тошкент: Чўлпон, 2016.–288 б.
11. Розиқов О., Оғаев С., Маҳмудова М., Адизов Б. Дидактика. – Т.: Фан, 1997. – 256 б.
12. Розиқов О., Оғаев С., Маҳмудов М., Адизов Б. Таълим технологияси. – Т.: Ўқитувчи, 1999. –214 b.
13. Розиқов О., Маҳмудов М., Адизов Б. Она тили дидактикаси. – Т.:Fan, 2006. – 337 б.
14. Сафарова Р. Она тили таълимининг янгиланган мазмуни ва унинг дидактик асослари. – Т.: Фан, 1995. – 110 б.
15. Сафарова Р., Мусаев У., Мусаев П., Юсупова, Ф., Нуржанова Р.. Ўзбекистон Республикасида умумий ўрта таълим стратегияси муаммолари ва таълим мазмунининг янги моделлари, уларни татбиқ этиш йўллари.–Т.: Фан, 2005.–256 б.
16. Sayidaxmedov N.S. Oliy pedagogik ta`limda integral texnologiyalar.–T., 2003.–156 b.
17. Yo'ldoshev J. Xorijda ta'lim. Integratsiyalashgan va maxsus kurslar.–T.: Sharq, 1995.–128 b.
18. Yo'ldosheva D.N. Ona tili ta'limi maqsadining tadrijiy taraqqiyoti. – Toshkent: O'zME, 2019. – 168 b.
19. Ўзбек тилининг изоҳли луғати. 5-жилдли. 3-жилд.–Тошкент: ЎзМЭ, 2008.–265 б.–Б. 49.
20. www.ziyouz.com kutubxonasi Attor Fariduddin. Mantiq ut-tayr (nasriy bayoni/forsiydan Najmiddin Komilov va Mahkam Mahmudov tarjimasi).
21. www.ziyouz.com kutubxonasi Navoiy Alisher. Lison ut-tayr (nasriy bayoni/ nasriy bayonni Sharafiddin Sharipov tayyorlagan).
22. http://urok.1sept.ru Романовская А. Л. Методика проведения интегрированных уроков в колледже (информатика).