

SYSTEMATIC-STRUCTURED APPROACH OF THE MECHANISMS OF PREPARING FUTURE TEACHERS FOR INTEGRATED ACTIVITY

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Annotation. The systematic-structural approach of the mechanisms of preparation for integrated activity in future teachers, the integration process, the integration trends of science, including pedagogical knowledge, the development of education aimed at meeting society and modern requirements

Keywords: didactic system, psychological-pedagogical, technical-technological, dialectic, professional concept of integrative approach, theoretical and methodological strategy of systematic organization of educational process

In increasing the productivity of teaching the basics of subjects at all levels of education, the goal-oriented improvement of the content of various training courses played a decisive role in the conditions of the wide application of skills and knowledge obtained from the studied subjects. This process can be achieved at a high level of mastery of the fundamentals of science only through the systematic and planned implementation of the interdisciplinary connection of phenomena and processes of objective reality in an educational institution. Such an approach to teaching helps to optimally develop dialectical thinking in students, to expand their scientific worldview, to form holistic thinking and point of view.

In the process of studying integrative courses, students learn the nature of knowledge, methods of memorization, systematization, the structure of scientific theories, and the main thing is to acquire the ability to think systematically, to perceive new knowledge based on examples of the known structures of scientific theories.

Approaches to determining the essence of the didactic categories of interdisciplinary connections and their types are very different. The scientific positions of the researchers in understanding the nature of interdisciplinary connections and dividing their types into classes are determined by such factors as the concrete pedagogical tasks of the research that are solved on the basis of interdisciplinary connections, the studied aspects of the problems of interdisciplinary connections and the level of their solution, and the identification of concrete connections.

Thus, the tradition of eliminating a one-sided approach to solving issues of interdisciplinarity in didactics is evident. Collective criteria for distinguishing them are being developed, elements of systematic analysis of this phenomenon are being used. The systematic approach is focused on the multifacetedness and semi-functionality of interdisciplinary connection in teaching, and is associated with the wide use of each element of the educational subject and the structure of the educational process (its content, methods, forms of organization). Such an analysis appears as a method of determining the types and nature of interdisciplinary connections.

In the process of teaching at a higher educational institution of pedagogy, the multiplicity and versatility of the concept of "interdisciplinarity" showed that the essence of this concept cannot have a single definition. The phenomenon of interdisciplinary connections is multidimensional. They are not limited to the content, methods and forms of organizing student training. Regulation of the semantic value of this concept, as well as regulation of the types of interdisciplinary connections, can only be based on a systematic approach. Didactic event "Interdisciplinarity" as a system has a structure consisting of three elements:

1. knowledge (skills) related to one field of science;
2. knowledge (skills) related to other fields of science;
3. connections of this knowledge (skills) in the teaching process.
4. The principle of interdisciplinarity encourages students to formulate problems, questions, issues and tasks that guide the application and synthesis of knowledge and skills from different disciplines. Systematic use of interdisciplinarity in textbooks, lecture courses, schedules related to other academic subjects

Equipment, maps provide expansion of didactic materials and visual aids at the expense of slide films, slides, motion pictures, posters, dummies and other manuals. In the organization of professional training, collective summarizing lectures with interdisciplinary content, seminars, laboratory exercises, excursions, conferences, interdisciplinary educational problems requiring a collective solution, students' interests and inclinations to learn about various subjects, to complex forms that require the solution of educational problems in a team. individual tasks taken into account. Interdisciplinary connections require coordination of activities of teachers of different subjects, study of curricula in related subjects, mutual access to classes, and so on. The principle of interdisciplinarity permeates all aspects of the educational process: from the setting of concrete pedagogical tasks to the evaluation of their results.

1) That is why it is of the first importance to determine the main directions of systematization of educational materials of various subjects with the help of interdisciplinary connection.

2) Under the influence of interdisciplinary connections, the importance of general education for students increases. Thus, the systematic and functional approach allows us to see the following as a methodological basis for researching the didactic problem of interdisciplinary connection: 1) the ambiguity of the functions performed during the

teaching process are methodological, constructive, formative (educational, developmental, educational); 2) ambiguity of semantic meanings. Interdisciplinary connections are not only a didactic condition and means of increasing the efficiency of knowledge and skills acquisition, but also a general pedagogical tool of a complex approach to educating students in the teaching process. Constructive functions of interdisciplinary connections are performed more effectively at the level of an independent didactic principle. The sum of the theoretical and practical foundations of interdisciplinary connections allows us to look at them at the level of a didactic system that can be implemented locally within the framework of solving specific educational topics or specific interdisciplinary learning-cognition problems in the modern conditions of science education. Interdisciplinary connections are a factor of increasing the efficiency of teaching, development and education of modern learners.

If there is no agreement between teachers of different subjects, the interconnection of teaching and development will not be effective enough. Therefore, it is important that all teachers understand how to implement this condition. Compliance with it should be as natural and necessary as every teacher's knowledge of the material of a specific academic subject, methods of implementation of general teaching tasks and didactic principles.

The structure of interconnected, coordinated activity of science teachers ensures formation and development of basic didactic concepts in students during the teaching process, their organization into a system, and further development of the student in research work. Therefore, the problem of interdisciplinarity is of particular importance in the training of future teachers in pedagogic higher education institutions

The formation of the system of scientific knowledge in students is ensured by mastering academic subjects. Each academic subject corresponds mainly to one of the branches of modern science. The principle of determining the leading links within the academic subject, their ratio with inter-discipline links is important. The series of natural-mathematical sciences lays the foundation of systematic knowledge about nature, its interconnection and development.

The process of integration of our country into the world economic and information system, the integration trends of science, including pedagogical knowledge, determine the strategy of education development aimed at meeting society and modern requirements. Educational institutions of a new level of quality in terms of training future teachers. The essence of the concept of an integrative approach includes substantiating the leading idea of forming a holistic personal value of a future teacher in the educational process. This idea is the basis for the implementation of an integrative approach in the unity of its four directions: interdisciplinary, interpersonal and intrapersonal. The concept of an integrative approach is implemented as a theoretical and methodological strategy for the systematic organization of the educational process

the professional direction of the educational process is being updated;

• there is an agreement on the socially and personally significant goals and values of professional pedagogical education;

• the science-oriented system of education is being eliminated, and its humanistic direction is being strengthened;

• integration of theoretical and practical training of students is ensured;

• scientific competence of teachers interacts with methodological and didactic competence;

• the communication position becomes a leader for all participants of the educational process;

• the integral style of the student's pedagogical thinking is formed, which allows him to use the complex of humanitarian and pedagogical knowledge and experience for the integration of personal and professional development.

Forming a systematic leading idea of comprehensive development of a person in the profession and presenting the principles of an integrated approach: the principle of harmonizing professional and personal values, the principle of creative interaction between subjects of professional activity. the educational process, the principle of dialogic communication, the principle of human self-awareness in professional pedagogical activity, predicting and modeling the goal of an integrated approach to the professional and personal development of the future teacher as the image of a modern graduate of a pedagogic university and institute, content, activity, four areas of integration focused on the integration of communication, consciousness and behavior: ensuring the integrity of the future teacher's professional and personal development through the interaction of interdisciplinary, interdisciplinary, interpersonal and intrapersonal, determining the set of conditions that will include the educational process in the internal plan of the person by interrelating each direction with all other directions.

We study the integrated approach as the interaction of four directions of integration in the educational process: interdisciplinary, interdisciplinary, interpersonal and interpersonal, and the integrative unity of the professional and personal development of the future teacher in universities and institutes provides The importance of the integrative approach and its relevance is that this approach creates conditions for the emergence of a new formation in the process of professional and personal development of a future teacher - a special professional value of a university and institute graduate - his professional skills. and personal readiness to teach. Professional and personal training is based on a holistic method of pedagogical thinking, which ensures the integrity of understanding and reflection of the educational process. Integral way of thinking allows a university graduate to professionally solve complex pedagogical problems in education, upbringing and development of children. The importance of readiness as an experienced attitude is not only for the mind, but also for the whole person in his integrity, which directs him to self-realization in the profession in harmony with his voluntary, intellectual and emotional spheres of life.

In order to ensure the harmony of theory and practice in the training of a future teacher, all directions of an adequate, integrative approach to the modern requirements of educational institutions are interrelated. Their complementarity determines the structure and integrity of the educational process, its ability to develop dialectically. The conceptual design of the pedagogical process, the types and systems of pedagogical activities, and the breadth of coverage with the types of pedagogical interaction allow to include four directions of an integrated approach to the concept.

Interdisciplinary integration ensures methodological preparation of the future teacher, forms the meaningfulness of goals, intersecting concepts, basic ideas, conceptual rules of professional and pedagogical training. Integration within a subject forms the theoretical and methodological preparation of a future teacher and offers a theoretical justification for the choice of a subject that plays the role of an integrator. The intra-disciplinary integration of each academic subject contributes to the process of professional and personal development and its consistency. The concept reveals the theoretical basis of the choice of the subject of dominant integration. The role of an integrator is played by the academic discipline that performs the tasks of integrating theory with practice in professional and pedagogical training.

Interpersonal integration ensures organizational and communicative preparation of students for pedagogical activities, as dialogue forms the experience of cooperation and co-creation as a strategy of an integrated approach, teaches future teachers to use interactive forms of teaching, student-oriented educational technologies. will teach. Intrapersonal integration creates conditions for the formation of reflexive preparation of future teachers for professional activity, self-assessment, self-knowledge, self-improvement and self- opens the possibility of correction. The future teacher's conceptual understanding of his professional activity gives him the opportunity to see the interdependence of all areas of professional activity, to understand their meaning, goals, values, and to open perspectives for his professional and personal development.

An integral way of thinking focuses the future teacher on the unity of professional consciousness and professional behavior, on the unity of three positions: pedagogical, dialogic and research. In actual pedagogical practice, they are interrelated and strive for dialectical development. In the concept that reveals integration as a complex type of communication, dialogue is developed as a universal strategy for implementing an integrative approach. It includes the dialogue position of teachers and students, the complex of communication technologies, forms and methods of organizing the educational process at the Pedagogical University.

In accordance with the goals of education and training of a professional teacher, intellectual and researcher at the university, as well as for the effectiveness of an integrated approach to personal, professional and personal development based on the driving forces of personality formation in the profession - activity, communication and self-knowledge, professional and research criteria. The manifestation of these criteria, which allows to distinguish the most important aspects of professional and personal development and to evaluate it, is determined for the teacher and the student, since the educational process is considered as a process of interaction of pedagogically targeted development. Thus, one can talk about consistency as a characteristic feature of the concept of an integrative approach, because it implements the principle of integrity, the integration of scientific knowledge and projectivity into the future.

Systematic study of the essence, principles and activities of all directions of the integral approach ensures the viability of the concept, its practical application, scientific novelty and perspective.

Dialogue as a strategy of integrative approach implements the universality of dialogue and the idea of "integration as a complex type of communication". The strategic task of dialogue defines the function of integration and system formation of dialogue pedagogical position in the process of professional and personal development of university students.

The concept makes it possible to create a pedagogical system of professional and personal development of a future teacher at the university based on a holistic understanding of the essence of the integrative approach and the predicted result. The scientific validity of the concept is given not only by the methodological foundations of the logic of building an integrated system of ideas and principles, but also by the development of actions for its implementation. Accordingly, the purpose of the chapter is to study the process of introducing an integrated approach to the educational process of a pedagogical university by building an innovative pedagogical system for the professional and personal development of future teachers. In this pedagogical system, we tried to create conditions that correspond to the developed theoretical and methodological rules of research. Systematic changes were required to introduce the idea of integration into the traditional organization of the educational process and to implement an integrated approach as a strategy for professional and personal development of students. They need to choose goals, change the content and technology of the educational process, change the nature of the interaction between teachers and students, an innovative form of organizing educational practice and conduct final certification on integration enters. basis. The pedagogical system creates the necessary conditions for the holistic professional and personal development of future teachers: substantive-procedural (block-module construction of the educational discipline), motivational-communicative (establishing a dialogue position), technological (encouraging joint creation teachers and students in the organization of pedagogical practice), management

The innovative experiment is aimed at experimentally testing the concept of an integrated approach created in the real conditions of higher education, comparing the ideal model of the image of a graduate specialist, intellectual and researcher with the actual results of professional and personal development. about the future teacher.

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