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INTEGRATIVE PRINCIPLES IN PREPARATION OF FUTURE FOREIGN LANGUAGE TEACHERS FOR PEDAGOGICAL PRACTICE

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Abstract

The article discusses that improving the quality of teaching foreign languages in higher education on the basis of integrated approach is an important component of successful socialization of the individual and development in the world community, the mechanisms of which are implemented in the educational process. Particular attention is paid to organizing the educational process at the level of international standards on the basis of integrated approaches, ensuring the quality of educational content in harmony with the culture of the country where the language is studied, and expanding pedagogical and didactic opportunities.

Key words: integrative approach, future teacher, pedagogical science, professional training, educational process.

Education can achieve its results only if it has its roots in science and industry, social life, in short, life, and is fully integrated with internal and related sectors, the deep interaction of science, education and economics, and a state that is able to maintain uninterrupted communication in all its aspects and apply it to all spheres of public life will prosper. It is no secret that significant work is being done in the field of education in our country. Radical improvement of the education system, identification of target areas for the training of specialists with higher education, in particular, the continuous improvement of professional skills and knowledge of teachers are among the most pressing issues. It is no coincidence that the Address of the President of the Republic of Uzbekistan to the Oliy Majlis on the most important priorities for 2019 emphasizes the relationship between

science and education, education and socio-economic life. Since the center of the education system is human capital, its proper distribution, effective use and targeted orientation, it is necessary to organize the system of pre-school, general secondary and higher education in a holistic way with all stakeholders, all actors in the educational process. achieving full continuity of education is one of the important tasks before us[1].

Pedagogical integration as a principle of development of pedagogical theory and practice is a leading idea that reflects the characteristics of the modern stage of development of scientific and practical activity, ensuring its implementation of increasingly high positive results. Identification of integration objects for the implementation of integration as a principle; separation of factors that contribute to the integration of separated objects, as well as those that do not? It is necessary to form the expected result, taking into account the "consumer". As a process, pedagogical integration consists of establishing direct links between objects and creating a new integrated system in accordance with the expected results. According to VS Bezrukova, the process of pedagogical integration is a procedure for integrating objects, designing ways to get results. As a result, pedagogical integration is a form in which objects interact with each other (integrated course, integrated lesson, "drowning" technology, modular teaching, etc.).

While we generally agree with the above approach to the description of pedagogical integration functions, the perception of outcome in education may be more capacious in relation to the above-described descriptions of integration, its social significance, and its developmental potential.

According to a number of authors, a promising form of organization of educational content is the introduction of integrated lessons and courses that realize interdisciplinary connections, which are an increasingly widely accepted type of integration in educational practice (V.A. Lazareva, NK Chapaev, etc.). The didactic significance of this type of integration is increasingly based on the work of K.D. Ushinsky in classical pedagogy. He derived interdisciplinary connections from a variety of associative relationships: opposition, similarity, time order, time

unit, development, unit of communication, emphasizing their importance as a condition for creating clear, complete, and interconnected ideas about real-world objects.

A.Ya. Danilyuk forms the master principle that defines the educational systems that realize this connection: the dialectical unity of integration and differentiation; anthropocentrism; cultural conformity. These principles optimally define education in its fundamental relationship: the principle of unity of integration represents a way of self-organization of education; the principle of anthropocentrism determines the status of the teacher and the learner in the integrated education system; finally, the principle of cultural conformity describes the attitude of education to its cultural environment. Thus, the three principles note three main aspects of the organization of education: internal, human, external.

Applying this rule to the concept of integration, A.Ya. Danilyuk states the following: the concept of the subject is a way of imaginatively recreating it, from a philosophical point of view it is considered as a thinking activity. To have an understanding of something is to be able to recreate it imaginatively consistently. Thus, understanding is a method and form of imaginary activity that recreates the relevant phenomenon. According to the researcher, the thesis “concept is a method” clearly refers to those who can serve as the basis for the concept of integration of education.

Analysis of different approaches to the essence of integration in the philosophical, pedagogical, methodological literature (VS Bezrukova, MN Berulava, VN Maksimova, EN Solovova, TN Shcherbakova, etc.) is unique for combining different elements the basis indicates the need to look for the system-generating factor. The system-forming factor (the “significant component”) is the most important characteristic of integration as a process and is achieved through the implementation of integration mechanisms.

Objects of integration are practically any components of the pedagogical process, any phenomena and objects: material and ideal objects (concepts,

principles, ideas, concepts, theories); activity (methods, techniques, skills, abilities, technologies); person (circumstances, qualities, characteristics, motives).

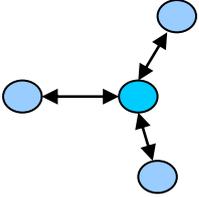
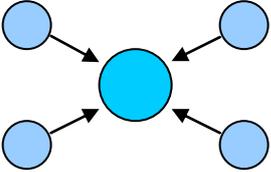
NK Chapaev distinguishes the following areas of integration, under which the target tasks lie:

- expansion and deepening of the subject of knowledge;
- elimination of multi-subjectivity;
- reduce the time of studying the topic (department, the whole course);
- elimination of duplication;
- change of educational technology;
- Elimination of narrow separation of the subject of knowledge;
- creation of relatively favorable conditions for the development of the learner;
- redistribution of pedagogical dimensions of the role, games, the presence of this or that person or component in the pedagogical process;
- Encourage the acceleration of the development of students and teachers.

Areas of integration reflect the real needs of learners and educators in the organization of the cognitive and pedagogical process. These needs, in turn, stem from the contradictions identified by the participants in the pedagogical process during the acquisition and delivery of the learning material. A more complete classification of pedagogical integration areas is provided by N.K. Proposed by Chapaev. The selected directions of integration determine the composition and structure of the integrative process. An integrative process structure is a set of objects that interact and form a new whole.

Combining components in systems is always done by assigning a key between them. The main object is the environment in which other components are integrated, or the missing component of a new compound: the part to be filled in on the principle of complementarity with characters, properties, parts, or the source status to which any components or characters are transferred to other integrated objects. Components can be hierarchized according to the sequence of their

integration. Depending on the mutual location of the objects of integration, they are placed in a certain structure as the basis of a new integration structure:

<p>A) Integration objects are arranged in series, such as chain links:</p>		<p>Integration mechanisms are presented in the scientific literature as connections and relationships between integrable objects that are structured and located in a specific technological sequence.</p>
<p>B) One object serves as a means of communication for others</p>		<p>Relationships are the establishment of connection relationships between components, the main integrators of this or that object.</p>
<p>C) one object includes others:</p>		<p>Communication is the combination of objects of integration that are objectively present or purposefully created, providing information movement and the impact of one component on another.</p>

Advanced structure of integration structure

In the study of the phenomenon of integration in education, the identification of the integrative potential of academic disciplines, disciplines and fields of knowledge is of great interest. For our study, the concept of V.A. Lazarevava and R.V. Shchepkina is noteworthy. In the humanities proposed by the researchers,

rhetoric and literature are integrated on the basis of anthropology. The linguistic approach to the integration of languages serves as an integrative basis for this concept. As an increasingly common basis for the integration of educational courses and disciplines, the authors propose a cultural approach. This choice is due to the integral nature of culture itself, which, according to scientists, unites all the periods in which it joins, putting man at the center[2].

Summarizing the scientific and methodological work (I.L.Bim, G.A. Vorobev, E.I. Passov, E.N.Solovova, etc.) devoted to the coverage of various aspects of integration in foreign language teaching, it is possible to show three main options for the use of integration:[3]

- First, education as an approach to the harmonious combination of theoretical and practical, comprehensible (related to the knowledge system) and subconscious (focused on the formation of skills) components of the education system. In the implementation of such an approach, the learning process is organized as follows: from the acquisition of knowledge about aspects of the studied language system to speech automation, or the parallel acquisition of knowledge and skills (as they progress);

- Second, integration as a principle of organizing educational content related to the holistic perception of the environment. Such an understanding of integration is reflected in research in linguocultural studies, which advocates the acquisition of a foreign language through the culture of the people who speak that language. In many cases, it is not just a matter of interdisciplinary connections, but also of presenting language, national culture, social roles, and communication strategies;

- Third, as an integrative method of teaching. It includes components of conscious-practical, active-situational, and audiovisual methods, as well as elements of learning programming and suggestion. G. Krampits, who developed this method, is based on the following rules: foreign language teaching has a communicative and ethnographic orientation; teaching is aimed at the complex

formation of speech skills in all types of gut activities; the sessions involve not only the development of speech automatisms, but also the formation of knowledge.

The analysis shows that for the theory and practice of education it is common to refer to concepts based on the "vertical" relationship between interdisciplinary and intra-scientific, disciplines and academic disciplines. As a higher level of integration than interdisciplinary relationships, researchers refer to transcendence (the establishment of "horizontal" relationships based on the conceptualization of the content of the professional training of a future foreign language teacher). The concept of transcendence is rarely used in traditional general pedagogy and private didactics, but it is well known in other disciplines, including natural sciences, O.N.Golubevoy and A.D.Sukhanova, N.S.Puryshevoy et al. studied in his work[4,5].

The realization of transcendence in the professional training of a future foreign language teacher is related to the analysis and structuring of its content. There are different levels of knowledge in the structure of the standard content of the future foreign language teacher education. On the one hand, these knowledge-descriptions or empirical knowledge: man and the conditions of his development; field of professional activity, specific subject area, etc. sum of data. Empirical knowledge records some of the laws that take place in the professional work of the teacher, including the laws of education, teaching, teaching cultural information, which is a special area of teacher training. In professional pedagogical education, this type of knowledge is the main array of educational information.

The objective law of the existence of integration in education is defined by the modern law of scientific knowledge and strengthened by the rules of the integrative approach, this approach is based on the unity and coherence of all components of any education system. The productivity of this approach in education is determined by the multiplicity of its functions: it is described as a principle, method, organization and implementation of pedagogical processes, as a means of explaining the phenomenon of cognition in education.

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