International Journal of Culture and Modernity
ISSN 2697-2131, **Volume 11**
https://ijcm.academicjournal.io/index.php/ijcm

Classification of Integrative Education

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ABSTRACT

The article provides information about integrative lessons, general information about them and their specific features. Ways and means of integrating the sciences in primary and secondary education have also been demonstrated with examples.

Keywords: integrative, complex, borderline science, basic science.

Integrative courses can also be called universal or general, replacing several basic system courses. For example, combine reading, nature, and art lessons into one general lesson. Typically, the authors of such courses combine the materials of the natural sciences, bring them into a certain system, and call their courses integrative or complex (general). It is clear that the correct sequence in the delivery of science materials in the primary education system can be achieved only by maintaining the structure of the lessons. Some eminent scholars point out that this is also being addressed in traditional schools through the sequential study of the natural sciences. Some scholars believe that there is a tradition of separate classes in primary education.

To eliminate and simplify the systematic continuation of the teaching of the natural sciences, many authors offer generalized courses for the humanities. These include elementary science courses (for example, “Natural Science” in elementary school) that provide general insights, stimulate children's interest in learning the natural sciences, and tell interesting stories about nature.

Courses based on border sciences.

The process of broad integration has led to the emergence of new natural sciences and disciplines that link previous disciplines. Following the ecological education in the primary grades, it seems that ecological topics were included in the sciences of reading, natural sciences, labor (working with natural materials), and painting. Closely related disciplines include molecular biology, biophysics, geophysics, biochemistry, astrophysics, and astrochemistry. On the basis of these disciplines the school integrative natural sciences are formed.

Courses based on basic sciences.

These courses are based on the basic disciplines that cover each section of modern knowledge. These include pedagogy, pedagogical technology, pedagogical psychology, human age psychology, pedagogical psychology that studies the development of science, the study of the relationship of science to other human life processes; cybernetics management, communication and information processing; computer science, which studies the structure and properties of information, its role in the formation of personality.

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The application of synergetics to the study of the interrelationships of scientific systems in various processes of human life. The content of integrative courses in this class is based on the meaning and structure of these subjects. Courses based on general scientific concepts, laws, theories.

The idea of creating integrative courses on this basis gave good results. Concepts such as "matter", "motion", "matter", "field", "energy" and others have been used extensively among the authors. Among the laws, the law of productive nature conservation was the development of human beings as a result of their labor, an emotional view of nature. Basic natural science theories are the basis for creating an integrative course between theories. It is noteworthy that, although there have been many attempts to create integrative courses on this basis, they are not combined and do not have a certain sequence and didactic purpose. Problems related to the evolution of science, methods of studying nature from a scientific point of view, courses based on the study of the scientific view of the universe - all of the above topics have an integrative content and great potential for application, unfortunately, such courses It is not yet widespread due to the complexity of the material used and the teaching method.

On the basis of complex objects.

Examples of complex objects that form the basis of an integrative course are the Earth, the biosphere, man and his environment. In the same subjects of these courses, the same object is viewed from different points of view. This kind of integration was used in the education system in the 1920s. It was later abolished, but in our time it has been reborn. In our opinion, to a certain extent, it has a positive effect on the teaching of natural sciences.

Based on various issues.

Attempts to implement integrative courses based on a variety of local and global issues are common. It is a combination of natural and scientific knowledge based on problems. Integrative courses in this class (mainly environmental courses) are common in school activities. The development of global education has also contributed to the development of integrated problem-based courses. Proponents of this approach argue that the development of the modern individual is strongly influenced by the global factor, which today is due to the interdependence of the economic, scientific, political, semantic aspirations of countries and nations.

Based on activity.

Students work with books to learn the basics of the natural sciences,

conducts a variety of educational activities, such as conducting observations, conducting experiments, and systematizing the acquired knowledge. It seems appropriate to create a whole course that introduces students to one night of activity. It can be useful at any time during the teaching process and can help to teach the natural sciences, even on a small scale, to solve the problem of overwork of students, to develop the skills of independent learning. Creating integrative courses in this classroom and applying them to the learning process is important today. The results of science studies show that although Uzbek students learn more than their foreign peers, they lag far behind in applying it.

Many believe that the main reason for this is the lack of adaptation of basic skills. Maybe it’s because integrative classes haven’t been focused on in a traditional school for a long time?

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Here are the basics of the integrative courses created to date

classes are listed. But there can also be a number of shortcomings in the process of integrating academic disciplines.

First of all, the above-mentioned ways of creating natural integrative courses often overlap and are used together, thus creating new foundations, making it difficult to regulate the uiar, to create a scientific basis.

Second, integrative courses cannot replace interdisciplinary communication. In our opinion, they are one of the founders of this relationship.

Third, the convenient structure of natural science education is that integrative courses are a variable part of the curriculum and a regional component.

Fourth, the lack of comprehensive training manuals makes it difficult to integrate integrative courses into the educational process. They stop after the authors have developed a program and a general guideline.

Fifth, the system of planned and targeted teacher training for integrative courses has not yet been developed.

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