

## POSITIVE IMPACT OF INTEGRATIVE EDUCATION ON THE IMPLEMENTATION OF THE REPUBLIC OF UZBEKISTAN "STATE REQUIREMENTS FOR THE DEVELOPMENT OF PRIMARY AND PRESCHOOL CHILDREN"

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### ABSTRACT

This article contains the theoretical basis for the implementation of integrative education in the activities of preschool education organizations of the Republic of Uzbekistan, based on the normative and legal acts of preschool education and modern requirements. The article contains analytical materials on the role of innovative pedagogical technologies, in particular, integrative education in improving the quality of the educational process and its components.

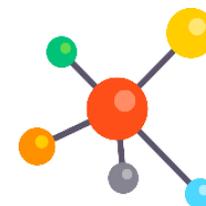
### KEYWORDS

Integration, areas of development, preschool age, individualization, educational process, educational activity, development indicators.

### INTRODUCTION

Taking into account the content of normative legal acts of the Republic of Uzbekistan in the field of preschool education, it should be noted that the main task of preschool education organizations is worked with children using innovative methods and techniques. On

the basis of the state curriculum "Ilk qadam" (First step) is the implementation of the "State requirements for the development of primary and preschool children" of the Republic of Uzbekistan. Based on this factor, the educational process aimed at fulfilling the



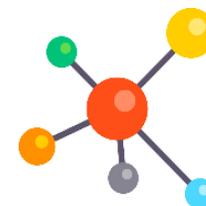
"State requirements for the development of primary and preschool children" by preschool education organizations of the Republic of Uzbekistan is based on as innovative pedagogical technologies and forms of education as possible is being established. According to researchers, the introduction of integrative education in the educational process in accordance with the methodological recommendations, taking into account the individual abilities and intellectual potential of kindergartener in a correct and effective manner - a key factor in preschool education. One of the most productive measures to improve the quality of education.

### THE MAIN RESULTS AND FINDINGS

The manuals state the concept of "Integration in the pedagogical process" in the form of a holistic system of areas of the development process, which previously existed as a separate part. The application of this process in the newly formed system, as well as in the existing system, can have a positive effect. The essence of the integration process is the qualitative improvement of each element of the system. This elements are - target, stimulating and forcing, structural, operational and action-oriented, control and guiding, evaluating and outcome-determining components. The main principle of integrative education is the interaction of the components of the educational process, all the existing elements of the education system. It is this principle that serves as the basis for defining the tasks, structure, forms, methods and techniques of the educational process organized on the basis of integrative education. The existence of the basic principle of integration in all components of the educational process based on integrative education ensures its implementation in a systematic and integrated manner.

Taking into account the unique personality of each child and his personal choices and desires, the Republic of Uzbekistan considers the implementation of the "State requirements for the development of primary and preschool children" to the flexibility and variability of the pedagogical process the approach is expedient. It is integrative education that is the main means of individualizing the educational process. This is due to the fact that this form of education is based on the formation of competencies in the areas of development outlined in the State Requirements for the Development of Primary and Preschool Children of the Republic of Uzbekistan and the transfer of knowledge to individual characteristics and abilities of the child based on. As mentioned above, every child is a unique world - some children love action and music, some love to depict the world with the help of clay and colored brushes, some feel every little change in nature, and some. are interested in experiments and want to experience all the secrets of science. There are many such examples.

The process of reform and improvement in the field of preschool education of the Republic of Uzbekistan provides great opportunities for teachers of preschool education organizations to demonstrate a creative approach to freedom in choosing the form of organization of the educational process and its components. The integrative feature of the pedagogical process as a dynamic system is the ability to perform socially oriented functions. However, the society demands a high level of compliance with the requirements of the state, and at the same time the preparation of children for school education in accordance with international standards. This can be achieved only as a result of the pedagogical process based on the principle of integrity. Because a person who has reached all-round perfection reaches it only in the pedagogical process, which consists of



components formed as a whole and in mutual proportion. If we analyze the effectiveness of the introduction of integrative education in the pedagogical process in terms of quality implementation of state requirements, the following aspects emerge:

1. Structural-purposeful aspect: effective organization of the existing components of the educational process is the integrated implementation of educational, developmental and pedagogical aims and objectives. This means that the implementation of the tasks of development by teachers of preschool education on the basis of integration leads to the simultaneous formation of intellectual, physical, socio-emotional and cultural-educational skills. In turn, this factor serves as a basis for ensuring the intensity and positive dynamics of the educational process.
2. Organizational and procedural aspect: the interactive cooperation of teachers and kindergarteners in determining the content of the educational process, the formation and development of this content, the active use of material and technical base and the definition of the educational direction. Broadly speaking, the educator can interact informally with kindergarteners on the selection of didactic materials and the definition of the content of the educational process using interactive methods of integrative education, to polish their pedagogical activity based on the individual abilities and characteristics of students, as a result of maximizing the content, aims and objectives of the program, the process of imparting new knowledge or improving existing skills on the basis of an individual approach, the formation of the

necessary knowledge and skills based on the program during the child's hobby.

3. Operational-technological aspect: in the process of revealing the essence of this aspect, first of all, it is necessary to emphasize the predominance of the subject-subject principle in the communication between teachers and kindergarteners in the educational process during the study of the organization and improvement of the educational process. Broadly speaking, the introduction of integrative education is the best way to ensure the effective use of educational time. It must be acknowledged that conditions are created for the formation of knowledge and skills in several areas of development at the same time, and that the same educational material is provided in a variable form that covers the pedagogical tasks of several areas of development.

## CONCLUSION

Summarizing the above evidence, it can be acknowledged that the methodologically correct application of the integrative form of education in the educational process of the Republic of Uzbekistan "State requirements for the development of primary and preschool children" ensuring the highest level of performance is achieved through an approach to the individual and child-oriented educational process, the integration of developmental tasks, the organization of each kindergartener based on their individual abilities and characteristics. Involvement of the child in educational and developmental activities through personal interests and play activities is the most convenient way to ensure the full development of the child in accordance with modern requirements in order to acquire knowledge and skills in the content of the educational program and areas of development is a tool.



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