

Improving the Methodology of National Education of Cadets of Higher Military Educational Institutions on The Basis of an Integrative Approach

Ismailov Dosbol Tileuberdiyevich,

Chirchiq High Tank Command Engineering Knowledge Country

Department of Tactics Head of Cycle, Associate Professor

Abstract:

A modern cadet must be educated, ethical, mobile, responsible, able to cooperate, be creative, take an integrative approach to his work. Integration is one of the important innovative phenomena in education. The article will be devoted to improving the methodology of national education of cadets of higher military educational institutions on the basis of an integrative approach.

Keywords: Cadet, moral, mobile, responsible, integrative approach, integration, innovative phenomenon.

Introduction

The main task facing the educational system today is the formation of professional competence of graduate specialists at different levels.

Professional competence is the Integrative quality of a person, which includes a system of various elements. Therefore, the integrative approach is that the Integrative quality of an individual is in harmony with the professional qualifications of a specialist, which can serve as one of the possible tools for its formation.

However, its introduction into pedagogical reality is somewhat hampered by the presence of very diverse and controversial points of view, positions and views. The variety of points of view, of course, indicates the complexity of the phenomenon under study. In this article, we will consider the theoretical foundations of the problem of introducing an integrative approach in pedagogical practice.

Integration and differentiation are closely related, but fundamentally opposite, sides of the continuous process of human knowledge. They represent the most important law of the development of interconnected, dialectical unity and human



society, which “consists, on the one hand, of the possibility of imagining the world as a whole, on the other hand, of a deeper and more accurate understanding of the laws and peculiarities of various structures and systems.”

Integration as a phenomenon emerged, first of all, as the opposite of the differentiation of Science in the field of scientific knowledge, which consists in dividing and separating scientific knowledge into those that are increasingly specialized and deeper. Such a division of science inevitably led to the emergence of increasingly narrower sections and sections that once “spread” from the only scientific tree. Accordingly, this process inevitably led to a deepening and narrowing of the circle of professional interests of narrow specialists, who sometimes ceased to understand each other. This factor has led to an interest in integration processes that allow you to see the world in a holistic, indivisible way. It should be noted that the process of integration dominates, dominates modern society; it conquers social spheres at different levels (politics, economics, education), is carried out at different levels, from states to individuals.

The concept of integration can be applied in two senses: as an educational goal and as an educational tool that provides a common platform for integrating knowledge in individual disciplines.

Integration as an educational goal is to develop the student is taught a holistic picture of the world that surrounds him, a holistic worldview that allows him to develop independent thinking, the systematization of the information received and the ability to solve emerging problems in unconventional ways.

Integration as a goal should give the reader knowledge that reflects the interdependence of individual parts of the world as a system, teach him to imagine the world as a whole, in the interdependence of all its elements. The integrative approach makes it possible to effectively develop the intellect of the cadet and form a scientific picture of the world.

In the process of teaching an integrated course, the pace of providing educational material increases, the educational material itself is manifested from different sides and aspects, which, in turn, attracts the attention of cadets and stimulates their cognitive activity.

Another advantage of interdisciplinary integration is the possibility of using different forms and methods of teaching, that is, a process that allows you to get rid of monotony in teaching educational subjects.

The structure of the integrative approach is formed by meaningful, organizational-functional and methodological components.

The meaningful component involves a high-quality choice of material that meets the requirements described above (studying the proximity or correspondence of objects, applying the same or similar methods of learning, general laws and general theoretical concepts of the studied disciplines) and contributing to the achievement of the goals of the Integrative course.

The content of the organizational component should be expressed in different forms of training and extracurricular activities, which, in turn, provides a wide range of opportunities for Independent Education, a wide variety of extracurricular activities.

The essence of the active component in the implementation of an integrative approach is the acquisition and transformation of teaching methods from other integrated disciplines. At the same time, the range of methods used should be diverse, purposeful, suitable for the content of modern technologies and training. The results of the pilot study confirm that the use of an integrated approach is an effective tool for the development of a specialist qualification of a future specialist, revealing new ways of professionalizing the educational process [1].

In education, integration means the organic Union of knowledge with each other and the formation of a new, single stable generalized-holistic knowledge.

The definitions given to the concept of integration are different, and this is the common side of definitions: integration consists in achieving a holistic, holistic view of the being around us as a whole object. The concept of "integration" was introduced directly in the XVIII centuries. It was used by Spencer in his manuscripts.

Issues of study of the theoretical, methodological, pedagogical and psychological foundations of integration in education with a deep approach to the interdisciplinarity of subjects great classical educators A. Avloni, Dj. DUI, T. N. Qari Niyazi, Ya. A. Komensky, E. Rosmesler, Fitrat, F. It was widely propagated by Yunge.

G., who added his own merits in opening the pedagogical features of the organization of an integrative approach. K. Borozenes, A. Sh. Jabbarova, A. S. Kuranbayev, Yu. A. Samarin, A. T. The services of such scientists as Toshkhanov in this area are reflected.

Today there is reason to consider integration as an important systematizing principle of didactics in education. Also, one of the important principles of integrative Organization of education is the principle of unity of integration and differentiation.

Integration and differentiation one of the dialectical points of view is calculated from indistinguishable categories that define each other. Distinguishing them as independent categories is seen as a methodological deficiency of pedagogical research.

Viewed from a scientific point of view, the basis of integration is the integrity of the universe, the interrelationship of the elements that make it up, their relationship. Pedagogically, educationally, however, integration represents continuity, interdisciplinary engagement, interrelationship between subject materials. It serves as a complementary, expanding, deepening tool for knowledge, synthesizing the content of educational subjects, at least at the DTS level, is a logically completed result. Integrative education requires the cadet to use extensively in the study of new material, the knowledge gained from previous learned materials and other objects, ultimately using them extensively in practice. It provides a solid foundation for the growth and dynamic development of the student's scientific worldview.

Integration in education can be viewed as a form of development of knowledge in different subjects on the basis of a single goal, interconnected. A rapidly developing and changing society through modern educational trends requires the need to train highly qualified specialists capable of satisfying the needs of the modern labor market.

Therefore, on the basis of an integrative approach, it is important to form special competencies of future teachers of technological education, to improve their programs [2].

Currently, there are different views on the subject of the study of integrated pedagogy. A number of works are devoted to interdisciplinary and intra-disciplinary communication (G.N.Aquileva, G.V.Baltyukova, N.Y.Velenkin, N.M.Druzhnina, R.G.Matyushova). R. on issues of interdisciplinary communication and organization of integrative training processes in our republic. Mavlonova, R.Safarova, E.Turdikulov, M.Mirkosimova, A.Musurmonov, P.Musayev, A.Choriev, H.A.Abdurakhmonova, R.Burkhanov, T.Scientists such as Nuriddinov carried out research work. In these studies,

various directions and principles of interdisciplinary communication, their application in the development of certain subjects in the educational process, requirements for the content of education on the basis of educational interdisciplinary communication are studied in a scientific and practical way.

J. from foreign scientists. Gilbert, F. Cochran, J.W. Gray, M. Trott, R.J. The Gaylards' work highlights the benefits and possibilities of applying integrative educational technologies. In this scientific research, special attention is paid to various aspects of training pedagogical personnel, namely preparation for innovative and pedagogical activities, the possibility of using information and communication technologies in education, the organization of an integrative environment.

In integrated education, the following principles are followed:

the principle of systematic knowledge, the principle of humanization of the educational process, the principle of reliance on pedagogical cooperation;

continuity of integration with differentiation;

the focus of the educational process on a specific goal;

the focus of integrated education on the educational person;

the fact that it is aimed at the activation of the educated and the formation of a perfect person [3].

The integrative approach is carried out by distinguishing (stratifying) all the important aspects and properties of the object under study, realizing the essence and content and generalizing them.

Therefore, integration is always evolving, relying on its second side, stratification (differentiation). By integration, a new psychological process, a new structure of activity is formed. This new structure is generated by synthesis from previously isolated elements. The integrative approach is applied to the integration of content-contiguous, relational, logical overlapping and interpenetrating and expanding learning disciplines, and provides for the content of holistic logic-perfect knowledge, work-action methods, and personal qualities.

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