

**ACHIEVEMENT OF DEVELOPMENT OF CREATIVE ACTIVITY OF
PRESCHOOL CHILDREN ON THE BASIS OF INTEGRATION OF
PRESCHOOL EDUCATIONAL CONTENT**

Kumri Allaberdieva Khamraevna*

*Lecturer,

Department of Preschool Education,
Termez Pedagogical Institute of Termez State University,
UZBEKISTAN

Email id: allaberdieva@terdupi.uz

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ABSTRACT

Integration is a term used to describe the process of combining different parts and elements into one whole. The problem of ensuring coherence in the content of education is an area of integration. Generalizes the formation of knowledge, concepts, skills and competencies in education and upbringing, and brings them into the form of law or rule.

KEYWORDS: *Activity Approach, Axiological Approach, Complex Approach, Technological Approach.*

INTRODUCTION

The specificity of the integration of the content of preschool education arises on the basis of certain conditions that have now been formed. This applies to approaches to children's education, which define the guiding principles, ways and means of implementing educational work in the process of joint activities of the educator and the child.

The example of the integrated approach of the Russian scientist MV Lazareva reveals the features of the interaction of the main components of preschool education[4].

Integration (Lat. Integratio - restoration, filling) - a term that describes the process of combining different parts and elements into one whole. The problem of ensuring coherence in the content of education is an area of integration. Generalizes the formation of knowledge, concepts, skills and competencies in education and upbringing, and brings them into the form of law or rule[12].

In preschool education, the integrated education of children is, by its very nature, person-centered, as its focus shifts from the formation of knowledge, skills and competencies to the developmental and educational tasks. In this, knowledge, skills and abilities are manifested as a means of education and development.

MATERIALS AND METHODS

A person-centered approach in integrated education is implemented in the following cases:

- The fact that the content of education is enriched with vital knowledge materials, cognitive tasks, the desire to solve them encourages the study of innovation;
- The congruence of the educator's personality, that is, to behave in accordance with the thoughts of his feelings, to express his true "I", which overcomes the state of tension and psychological protection in children, allows him to behave as he is and realize his full potential[13];

- unconditional understanding and acceptance of the child, leading to the creation of a comfortable psychological environment, a positive attitude towards him;

- to rely on the self-activation of the individual, to identify and demonstrate his inner potential in the educational process, to encourage personal growth.

Integrated education - reflects the ideas of interdependence and interaction in the voluntary components of the pedagogical process in accordance with the goals and objectives of education and development, leading to an increase in its level of integrity[5].

An integrated approach to preschool education includes:

- Realization of actual goals and tasks of development and upbringing of the person on the basis of formation of integrated perceptions of the environment;

- realization of not only meaningful, but also formal goals and objectives of education and development[14];

- strengthening the relevance of the content of the various sections of the program (interspecific integration) and intra-departmental (intraspecific integration) components;

- Interrelation of methods of teaching and upbringing process (methodical integration);

- Synthesis of children's activities;

- Introduction of integrated forms of education: integrated classes with a complex structure, duration of classes, thematic days.

The axiological approach to integrated education is reflected in:

- to form the basis of the child's valuable attitude to the environment, to himself;

- mastering simple cultural methods of activity;

- formation of interpersonal relationships with adults and other children in accordance with the norms of communication culture.

An axiological approach to the integrated education of preschool children reflects the formation of a value-based attitude to the environment based on an understanding of the holistic image of the world and the understanding and design of an integrated image of the environment based on values; teaching a holistic system of values in order to form valuable relationships, valuable norms (people around, self, various activities, works of art, adult labor, etc.), valuable qualities (kindness, compassion, order, etc.)[15].

An active approach to integrated education is reflected in the manifestation of the following features: the main focus is on the organization of different types of activities for children; the educator participates not only as a presenter of a defined set of knowledge, but also as an organizer of the pedagogical process; cognitive material is used not as an educational goal but as a means of mastering an activity; skills are formed through the acquisition of interrelated knowledge about life around them;

- The integrated formation of perceptions of preschool children about objects and events in the world is effective in the visual presentation of the logical connection between objects, objects and their parts[16];

- The need to check the quality of knowledge by strengthening and applying it in cognitive activities;

- Ensuring the integrity of emotional and rational phenomena in the cognitive processes of children of preschool age;

- the use of research methods in the process of learning as a method of acquiring knowledge;
- creation of creative pedagogical processes for the acquisition of knowledge, skills and abilities in accordance with the capabilities and needs of the child.

The integrated approach is a special case of integrated education, manifested in the use of interrelated arts in integrated education and types of children's artistic and aesthetic activities, taking into account the following[17]:

- The relationship between art and commonality - the creation of the integrity of the figurative-artistic nature of art;
- The uniqueness of each art form;
- emotional and logical interaction (based on the interaction of different analyzers);
- Features of the interaction of different types of art;
- creative activity (the child's transition from the reproductive level to the creative; motive - interest in a particular art form, inclination; the basis of activity - artistic and aesthetic knowledge, emotional sensitivity, development of imagination, the ability to aesthetically evaluate life events)[6].

The next group of approaches, based on the concept of integrated education, defines its structural features: systemic, functional-structural and technological approach.

Integrated education is based on the need for a systematic formation of knowledge of children of preschool age, only in this way they have a systematic approach to the acquisition of personal significance and effectiveness in the development and upbringing of the child.

The functional-structured approach that emerges from the systematic approach allows integrated learning to be viewed as a whole that is functionally defined by comparing each component in it functionally with the other through significant connections and dependencies[18].

RESULT AND DISCUSSION

The technological approach provides a systematic way of building a pedagogical process in a defined sequence of actions, operations and processes that ensure the achievement of a diagnostic and predictable result.

Leading trends in integrated education reflect the general trends of modern education - special areas specific to the integrated education of children of secular, national, regional and inclusive preschool age: humanism, socialization, democratization, content diversity, acceleration and integration of preschool education content, information education methods transition to active teaching methods (strengthening the active basis of education), epistemological, axiological, cultural[7]. These trends are reflected in general in preschool education, while in integrated education they have a definite character, allowing to analyze the contradictions of integrated education of preschool children.

In the context of the development of modern scientific knowledge, especially issues related to the integration and differentiation of disciplines: the development of a cluster approach in education, the implementation of the ideas of integrative pedagogy are relevant[19].

It should be noted that there is a successful practice of introducing this principle in preschool education, aimed at optimizing and enriching the development of the child. But in the new context, integration requires a new understanding of both content and form.

Goal integration is the interdependence of tasks that provide a cumulative impact on a child's development in the preschool education process. Thus, the setting of tasks should, on the one

hand, project a holistic pedagogical process in the logic of "tasks - content - technology - result", on the other hand, ensure the full development of the child in the logic of "emotions - mind - behavior"[20].

Content integration is the complementarity and mutual enrichment of the main components of social experience in the content of education[8]. The initial components of the content of education (imagination and knowledge, skills and abilities, experience of work and creativity, experience of relationships) should be presented rationally in each area of education and in the interaction and integration with each of them. This is ensured through appropriate technologies of educational work with children.

The classification of methods of integration of the content of preschool education given in the works of MV Lazareva deserves special attention. The content of integrated education has a complex structure. Unlike traditional types of sessions, where the content of one section of the program is integrated, integrated sessions include two or more components from different sections of the program. Structural analysis has shown that the components of integrated training content are related to the identified methods of integration. In the study of the content of integrated lessons, the analysis of the relationship between the components of the content allowed to distinguish two types: the relationship of equality and the relationship of inequality. In an inequality, one component can be subordinated to another to varying degrees[9]. General and scientific integration factors are introduced in order to eliminate the different quality of content components and create integrity. The integration factor is a component of the pedagogical process, which serves to unite different quality content into a single whole and strengthen its developmental and educational orientation.

Almost all of the listed integration factors are reflected in the content of preschool education to one degree or another. Common integration factors include: theme, goals, and objectives; the functional nature of the content; intellectual technologies; game, "I" image; simple problem situations; regional and environmental components.

Factors of integration in science include artistic images, perceptions of the surrounding objects, objects, and events, which are included in the "basis of integration" and are common, that is, unite all the components of the integrated content.

Integration of technologies - children's activities and interactions (interactions) for the full and integrated development of the child in the form (free and specially organized activities, independent and collaborative activities, organized activities) and content (cognitive, artistic-speech, playful, productive, etc.) basis) use of a set of species.

Forms of organization of integrated education and features of methods and techniques of education and upbringing are defined as integrated lessons (including complex, thematic, column, etc.), integrated (thematic) day, integrated period. The content of integrated lessons is defined by VM Lazareva as a special organization of simple educational activities for children of preschool age with a complex structure[10].

In the work of S.D. Sajina the technologies of integrated training are considered in detail. The most effective methods and techniques include:

- comparative analysis, comparison, search, heuristic activity;
- Problem questions, use of tasks such as "prove", "explain", "how did you know", etc. ;
- A variety of speech didactic games to acquaint with the rules of culture and speech, to activate the richness of the vocabulary, to cultivate a sense of self-confidence.

CONCLUSION

The integration of the result focuses on the formation of integrative features and activities of the individual, which are reflected in the basic newly formed knowledge of the child of preschool age. This is primarily due to the personal achievements of the older preschooler and the subjective characteristics that are shaped by the appropriate types of activities.

The process of integration in preschool education organizations is considered as a complex upbringing, education, development that provides the interaction, interdependence and interdependence of all aspects of educational work in preschool education.

In short, the integration of the content of preschool education in achieving children's creative activity is based on their age and individual characteristics (psychological aspect), the content of the social order in educational programs (social aspect), the specifics of children's and adults' interaction, organizational conditions (pedagogical aspect).) is ensured[11]. Thus, in children's education, on the one hand, the laws of the child's age and individual development, the psychological basis of educational work with children, on the other hand, the organization of sufficient social influences by society is achieved.

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