



INTEGRATION AS A TREND IN THE DEVELOPMENT OF PEDAGOGY

Tairov Sherzod Mirzadjanivich
Texnologik ta'lim kafedراسi o'qituvchisi.
Fergana State University

Annotatsiya:

This article outlines the essence of the concept of integration and the importance of integration in the development of pedagogy.

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Integration is one of the highlights of modern life. The term "integration" has entered scientific research strongly. However, it envisages a very broad spectrum of different trends and unifying processes, which gives different meanings and is noted in a number of dictionaries as well as encyclopedias. For example, in a foreign dictionary, the term "integration" means that any parts (Latin integer - whole) are combined into one whole; The "Logical Dictionary" describes integration as a whole, any elements, restoring any unit, as a merger; The Encyclopædia Britannica defines celibacy as "the state of dependence" of individual differentiated parts and functions of the system, the entire body, as well as the process that leads to such a state.

Integration is only one aspect of the development process, as differentiation and integration is regarded as the other philosophically changing shapes. Integration and fragmentation during different periods of the development process usually occurs simultaneously, moreover, each of which can be a leading trend in it or in this area. Often, although unfounded, integration is the leading aspect of the development process. There are extensive and intensive types of integrated processes. Large-scale processes Integrations include an increase in volume, the number of combined elements, and an increase in the level of intensive – internal unit of elements. The dialectics of the development process imply its altered nature: the monotonous, one-kick-oriented development does not have. There is always a dialectical process of interaction between integration and fragmentation, progress and regression, complexity and simplification, decrease and increase in entropy. Each quality varies the processes of learning development.

Differentiation and dedifference are related to the state of the system elements. If the system has more elements, then it is possible to talk about differentiation. The process of increasing the uniformity of system elements is usually called the dedication. At the same time, the pairing of "integration-fragmentation", "differentiation-dedication"





usually works simultaneously. Philosophical and methodological research of integration problems continues at this time. The problems and methods of integrating scientific knowledge, its mechanisms, levels, tools, methods, and the most important characteristics are reflected in many works.

The main integrator of the entire system of scientific knowledge is philosophical knowledge, its laws, and its categories. Researchers have developed a thinking style, a specific philosophical worldview and methodology, and integrators based on them. Direct contradictory processes of differentiation can only unite the essence of integration processes from the point of view of dialectical materialistic methodology. "The unity of differentiability and integration differences is one of the most important manifestations of the discrepancy in the structure of modern scientific knowledge." Differentiation is also the most important prerequisite for the development of natural processes and knowledge: objects, their sides, properties, and appearance are related to reflecting analytical trends and diversity in the cognitive process from a gnoseology point of view. The largesse of difference is due to the infinity of the cognitive process. The extreme version of differentiation can lead to the division and isolation of subjects, the narrow specialization of researchers does not allow them to reflect the object being studied in its integrity and integrity.

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