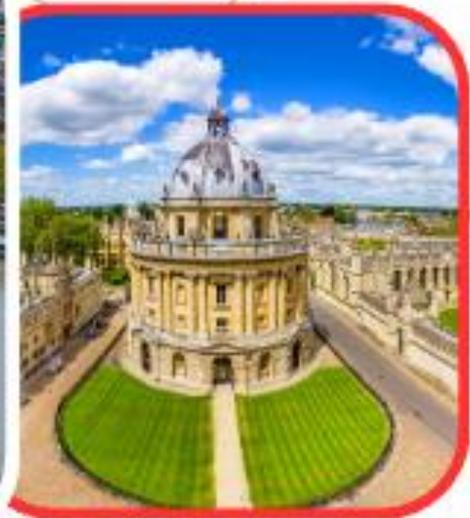




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Integrated teaching method.

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Annotation. The creation of professional credentials for professionals at different levels is a primary challenge facing the educational system today. An integrative approach, as an integral quality of an individual, corresponds to media competence in a modern specialist and serves as one potential means of its formation. Media competence is an integral quality of an individual that includes a system of various modern elements.

Keywords: Instructional skill, media tools, integrative method, competency, media competence, and modern education.

Introduction. Media consumption and "digital" lifestyles are socio-cultural phenomena that have emerged as a result of the globalization of digital and information and communication technologies (ICT). The use of communication tools (media) to obtain information and establish connections is becoming commonplace, known as media consumption. In conjunction with the implementation of the systemic activity method, which emphasizes developing an individual's capacity for independent learning, recent educational reforms have shifted the direction of education development.

The process of developing education is currently somewhat unclear. There are numerous methods proposed for developing the learning process. As a result, it is now impossible to discuss which technique or lesson is best because what works well within the framework of one strategy may not work well when combined with other concepts. Every educational process that is pedagogically competent is founded on a scientific concept, which guides the interpretation of the technology, methodologies, and training formats used. From the perspective of their affiliation with various approaches, applied methods are frequently mixed together in pedagogical practice. Skilled educators recognize that combining different approaches is necessary to find the best solution to a variety of pedagogical issues. However, there needed to be scientific grounds for these mixes to not be useless, and the integrated method became one of those arguments.

Main part. The growth of students interests, independence, and cognitive activity is positively impacted by integrated learning. Since its content and the teacher's instructional activities are tailored to the individual needs of each student, they support the holistic development of skills, the stimulation of cognitive processes, the encouragement of students to generalize knowledge





across a range of scientific disciplines, and the acquisition and development of competencies that can be applied or changed in response to a variety of real-world scenarios. Students' increased capacity for original thought is a direct outcome of integrated learning. It aids in the development of cultural literacy (linguistic, ethical, and historical) in addition to the intensification, systematization, and optimization of cognitive and educational activities. Alongside the learning process come major changes to pedagogical theory and practice related to the introduction of modifications to learning technology content, which must be sufficient to meet current technical capabilities and support a child's smooth transition into the information society. Teaching computer science is crucial in the current environment, when computers are a necessary tool for practically every career. The rapidly evolving world of information technology, which is attributed to the quick development of computer hardware, operating systems, and methods for organizing, analyzing, presenting, and granting access to data, is currently beyond the reach of traditional computer science education methods in schools.

A teaching method that would fulfil each student's educational needs in line with his or her inclinations, interests, and talents is now the aim that every school sets out to achieve. Redefining the traditional paradigm of the student and instructor in the educational process is required in order to accomplish this aim.

The usage of integrated learning raises students' knowledge levels considerably, although it is not required. The instructor and the students' interests will choose which of the numerous available technologies are used. First off, a more professional instructor contributes to a higher calibre of instruction. Stated differently, no question ought to be asked that the instructor is unable to respond to.

Second, by making improvements to the strategies and procedures employed in teaching, it is imperative to raise student interest. In other words, the instructor needs to be able to lead a session while capturing each student's entire focus. This may be accomplished by the application of cutting-edge technology, proper grammar, and look.

Thirdly, levelling is an essential component of high-quality education. That is, the difficulty of the lesson as a whole should be distinguished. Gradually advance to the hardest lesson by starting with one that is easier to learn and comprehend. When organising the lesson, organising the content, and classifying it according to complexity, the instructor can put this need into practice.

Fourth, the way that students learn in the classroom needs to adapt to new technology. When creating innovations, they ought to be included into the





educational process; in other words, educators should adhere to global standards without restricting their work to the curriculum. In order to enhance student learning outcomes and attain high standards, educators must have a strong desire to better themselves.

Improved computer technology proficiency, improved people credentials, and the utilisation of carefully chosen, high-quality content are all essential. To provide experts the tools they need to develop applications that other users can find simply and that are executed in a high-quality manner with regard to carefully chosen content, correct information, and double-checked data. To get a high degree of knowledge among students, the use of integrative learning should encourage and present a chance to enhance the entire educational process.

The advantages of the integrative approach:

For the students: Emergence and growth of a broader, more objective perspective on the world, as well as an integrated perspective on life and culture; a more motivated, personally relevant, and engaged view of knowledge as a result of realising its importance and usefulness in society; possibilities to cultivate creative and intellectual thinking; more proactive use of information in daily life as it may be utilised in a more transparent way; creation and advancement of universally applicable learning activities; elimination of excess in the learning process; a teacher's comprehension of the world that is up to date with scientific concepts, the capacity to provide to students a multifaceted, dynamic, multirelationship image of the world.

For the teachers: Sufficient to the current state of scientific comprehension of the universe; the capacity to provide students a dynamic, multifaceted image of the world with a variety of relationships; discovering fresh angles on an activity and broadening one's "horizons" when instructing "one's own" topic; the instructor gains fresh insight into his topic and a clearer understanding of how it relates to other sciences; an incentive to look for fresh approaches to methodological student-teacher interaction that align with the integrative approach; integrating the expertise of many experts to address shared issues, including students' motivation and value orientations; individual formation, growth, and education while considering his cognitive intents, capacities, and talents.

Challenges: Absence of complicated methodological and pedagogical frameworks (although they are starting to emerge); inadequate teacher preparation in this field of employment (which we are attempting to address through self-study, Ministry of Education initiatives, conferences, and courses to enhance professional teaching abilities).





Training programs that use a comprehensive strategy:

A course that is integrated (elective, optional, extra subjects, etc.) is a separate scientific field of study that is independent and has components of other fields of study, but at a complicated and qualitatively different level. A unique kind of instruction known as an integrated lesson blends instruction from many disciplines at the same time as it covers a single idea, subject, or phenomena.

In an integrated lesson, the target of analysis is multifarious, including knowledge from numerous academic areas pertaining to its essence. A fundamentally new kind of knowledge is thereby produced, and it manifests itself in broad scientific notions, categories, and methodologies.

The psychological issue is resolved when teachers from related disciplines work together to plan integrated lessons. This makes it easier for kids to transition to a new information block and raises the teacher's general and professional culture. It also helps kids develop their value orientations from the perspective of global education. By removing the lesson's monotony and enabling attentional switching, the combined strategy guarantees high activity and sustains students' interest in learning.

Conclusion. Integrated extracurricular activities (research projects, field trips, and educational games). In the current state of foreign language teaching methodology development, a teacher at a non-linguistic university's top priority is helping students develop the level of communicative competence required to ensure their academic mobility—that is, the student's ability and potential within the framework of a multi-level, multifaceted education system to choose different configurations of his education based on shifting environmental conditions and employer requirements. Being able to communicate in another language is quickly becoming one of the most important life skills in today's world, which therefore calls for the creation of fresh, efficient frameworks, forms, and procedures for the teaching and learning process. In order to teach the four primary speech activity types—listening, reading, speaking, and writing—in English classrooms at a non-linguistic institution, the paper aims to outline the technique utilised for this purpose. Given the intimate relationship between all speech activity kinds, one such technique can be regarded as an integrated approach that aims to provide thorough instruction in both productive and receptive skills.

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