
Existence of Integration in Secondary Schools

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Abstract: The article discusses the types of methods, techniques and forms used in the teaching process in the primary grades. In the elementary school curriculum, a number of works are devoted to interdisciplinary work. It focuses on scientists who have worked to integrate the sciences.

Keywords: integrative, complex, borderline science, basic science.

Today, all subjects are taught in secondary schools

Helps teens develop positive attitudes. The problem of the identity of adolescents and their maturity is a topical issue for a developing society and striving for the highest peak in its development. There is no doubt about the importance of studying every subject, the effectiveness of education, the importance of children's free thinking. Only a person who is able to think freely can fully realize his place in society. Depth in the system of human democratic relations, which is an important part of knowledge, is an important factor in determining a person's destiny and potential. Pedagogy and social psychology serve as a way to teach every teenager to feel free and express themselves fully in all aspects of life.

Today, adolescence is an interpersonal and interpersonal relationship

Their relationships to some extent help to change the psychological state of their personality and form positive relationships.

If the content of the art of school education is diligently inculcated in the human qualities of children's education, they will grow up to be mature and well-rounded, healthy, independent thinkers. Taking into account the psychological characteristics of each age group, the educational impact on the child creates a timely self-awareness. The earlier a child awakens to self-awareness, the sooner he or she will feel privileged from a personal point of view, and will be able to assess his or her mental and physical capabilities.

Nowadays, when all disciplines, including the polytechnic cycle, are comprehensively interpreted, the in-depth study of these disciplines and the improvement of its social life is one of the most urgent and urgent issues. Opinions in this area in Uzbekistan are of great value for all research conducted and planned by psychological scientists. At the same time, it is necessary for the education of all young people for today's and tomorrow's needs.

The progressive ideas of Eastern thinkers are to bring up the young generation to be mentally and physically mature, enlightened, knowledgeable and skilled, to have the rules of etiquette, to have a good taste and pleasure. It is passed down from generation to generation through oral tradition and written literature. The methods, measures and forms, unique customs and traditions, ideas of upbringing and life experience, which have been used for centuries to

prepare the younger generation for life, are embodied in folk pedagogy.

As you know, every nation is created in connection with other nations. That is why there are similarities in their socio-political and cultural life, customs and traditions. This resemblance is evident in their hard work, in their mental and moral upbringing. They get boMa from different professions. These are the following professions: mechanic, welder, cattle breeder, and farmer. Teaching students modern professions develops the psychology of the working man.

That's the job of a high school. Revolutionary changes in our social life, independence, the pursuit of the rule of law, the use of monitoring the study of the laws of human psychology and scientific materials in life assess the following:

- formation of students in the form of individuality;
- diligently integrate education and human qualities;
- the result of the educational process;
- have a wide level of knowledge, be aware of various knowledge;
- have a deep knowledge of young pedagogical psychology, social psychology and pedagogy, youth physiology and school hygiene;
- have a solid knowledge of the subject he / she teaches and be aware of the achievements and shortcomings of world science in his / her profession and field;
- mastery of teaching and learning methods;
- creative approach to their work;
- have pedagogical techniques (logic, speech, expressive means of teaching) and pedagogical tactics;
- As teachers continue to improve their knowledge and pedagogical skills, each teacher should strive to be the most psychologically responsive to these requirements.

The relationship between the teacher and the students

To be able to organize, to know the use of socio-psychological mechanisms in the community of children. In addition to the demands of society, the teacher must keep in mind what to expect from those around him, the school administration, colleagues, students and their parents.

Types of psychological characteristics.

So far, invaluable scientific and practical information has been collected in the fields of youth psychology - infancy, early childhood, preschool, elementary school, adolescence, youth, adulthood, old age. Now the main task is to apply this information in all spheres of social life. From infancy to old age, a person has an individual attitude according to the nature of his inner abilities, inclinations, abilities, intelligence, interests, will, emotions, attention and cognitive processes, which is integrated into the requirements of pedagogical and psychological education. it is advisable to work on the basis of adaptive properties.

The era has always required a high level of education. Public education system in all developed countries

It is noteworthy that its success is directly related to the comprehensive and accurate implementation of psychological services in this area.

The analysis of the relevant literature and the results of our observations show that the

scientific and practical functions of the system of psychological services to the school are introduced differently in different countries. The system of psychological services has been introduced in our schools in a unique way, and the first experimental research is being conducted.

The future of this student cannot be assessed pedagogically without a detailed study and analysis of the abilities, individual capabilities and a number of other personal qualities of each child in school. There are a number of issues that need to be addressed by the psychological services system today to ensure student engagement. One of such issues is the admission of children to school on the basis of their intellectual and intellectual preparation. In recent years, it has become a tradition to enroll all children between the ages of six and seven. Psychologists would never have allowed this to happen. This is because every child has individual abilities, both mental and physical: some children are six, seven, or even eight years old, but they are not ready to learn like other peers. . And we admit them according to the school plan, and sometimes according to the wishes of their parents. And for the kids

We will be forced to. As a result, the child may develop various mental illnesses. This means deliberately hitting the root of a child's mental and intellectual natural development. To immediately eliminate such cases, that is, to think responsibly about the fact that every child who takes the first step in school education undergoes a special and well-designed psychological test and is admitted to school only on the basis of its results. 'gri comes.

Proper organization of extended day groups is also important in primary education. In most schools, most Grade 2 students have to stay in school for 4 or 5 hours after school in extended day groups. In this case, we keep a 6-7 year old child in school for 7-8 hours. So does the kid want that? Of course not. Because even we adults don't have the opportunity to study or work in a regular place for 7-8 hours. After all, the child is more likely to play and sleep. After 7-8 hours of being together, the child becomes bored, mentally exhausted, and finally tired of school, and may even lose interest in learning, which can develop at a high level. Sadly, in such cases, he goes home and falls asleep without even eating. Therefore, it is time to redesign the extended group system based on the psychological requirements of form and content.

Assessment in school should also be based on psychological criteria. Psychological and pedagogical literature shows that the first goal for an elementary school student is to get a good grade, and through this assessment to feel their "I" for the first time, in honor of their parents and adults.

To win that's why students try to get good grades. But in many cases, the violation of the assessment criteria affects the psyche of the student, at the same time, it has a negative impact on personal development.

Therefore, the psychological criteria for assessment in primary school students need to be considered more carefully. Understand the child's personality

And be able to analyze his actions. "Every person has an irreversible temperament," said physiologist IP Pavlov. In addition, each person has his or her own unique abilities and is always taken seriously

The great Central Asian thinkers Abu Ali ibn

Sina, al-Farabi and Abu RayhanBeruni also made special mention in their time. For example, in order to nurture a child's personality, a teacher must first be able to enter his or her "unique world" and plan the appropriate educational activities.

Well-known psychologist L.S. Vygotsky was ahead of his development

Has repeatedly stated that only education can be effective. Today, the child has to do the work that is done with the help of adults tomorrow. This can be achieved only if there is a system of pedagogical methods and special psychological services that develop the child in all respects, teach him to think, allow him to gradually develop his abilities, open new horizons of thinking.

In the process of solving the above problems, school psychologists should perform the following tasks:

- 1) Stress (emotional) that can manifest in every student stress) (psych diagnostic work).
- 2) Regularly take appropriate measures to anticipate and eliminate situations that may adversely affect the activity and effectiveness of training in the organization, control and management of educational activities (psych prophylactic work).
- 3) Identify the reasons for students' inability to master the subject and, on this basis, work with them individually, looking for ways to increase the activity of the student's personality through extensive study and development of their potential (developmental and psych correctional work).
- 4) To be able to provide timely information to each student, the class teacher and parents about the unique abilities, interests, goals, learning opportunities of each student (psychological counseling).
- 5) Fill in the "Personal Psychological Sheet" for each student in accordance with the regulations of the psychological service. Develop plans for individual-psychological work with a group of students in each class, racial and informal subgroups, leaders, and some "separated" students. Determining the scope of activities related to active participation in the admission of students to the school and their transfer to the profession (general activities).

In short, it is necessary to create opportunities for psychological protection for each student, and on this basis to ensure the effectiveness of educational activities. Full compliance with the psychological laws of the school is very important in the organization of education.

The psychological analysis of the lessons taught to children in the primary education system within the framework of their knowledge and rights, as well as the development of categorical recommendations will be a factor in the success of education. In this process, special attention should be paid to the activities of some students, especially those with intellectual and speech disabilities. We believe that school psychologists can solve the above-mentioned problems and Successful implementation of the tasks will serve to raise the prospects of the primary education system in Uzbekistan to a higher level.

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