

## AN INTEGRATIVE APPROACH IS THE MAIN FACTOR IN THE FORMATION OF A TEACHER'S PERSONALITY

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***Annotation.** Demokraticeskoe obnovenie nashego obshchestva privelo k izmeneniyam vo sesh sferakh jizni sotsiuma, v tom chisle i v system obrazovaniya. Sogodnya vastrebovan spetsialist, obladyushchi ne only fundamentalnymi znaniyami v oblasti svoey professionalnoy deyatelnosti, no i umeyushchi tvorcheski ispolzovat ix, visionary vse mnogoobrazie mira ve edinstve. The article notes that the integrative approach is one of the main factors in the formation of the professional personality of the future teacher.*

***Keywords:** integrative approach; education; culture; technological culture; professional and personal development; Master Class;*

In the modern world, education, especially higher education, is considered as the main factor of socio-economic progress, the leading role in which will be played by professionals with developed search activity, capable of making non-standard decisions. Each of us is responsible for achieving the desired result, therefore the continuous process of improving curricula, curricula in individual disciplines and their implementation in the educational process makes the integrative approach increasingly in demand. This approach involves considering the organization of the educational process and the professional and personal development of students in it on the basis of the unity of the principles of integrity, continuity and continuity.

The principle of integrity focuses on the interrelated consideration and coordination of all factors that influence the quality of education. The principle of continuity focuses on the integration of the goals of learning, education and development of students in all the diversity of forms of their educational and

extracurricular educational activities. The principle of continuity focuses on the constant progress of development, creative self-renewal, and the revelation of the limitlessness of internal potentials. The formation of professional and personal readiness of students for teaching activities at school is directly related to the personally significant activity of their participation in the educational process, the degree of integrativeness of the vital competencies of a person as a professional and an individual.

The problem of interconnection and interdependence of phenomena in the surrounding world has long been of interest to philosophers, educators, and psychologists. Back in the 18th century, Jean-Jacques Rousseau noted: “When you have a real inclination towards the sciences, the first thing you feel when indulging in them is their connection with each other, due to which they are mutually attracted, help each other and explain to each other so that one can't do without the other one. Although the human mind cannot comprehend them all and it is always necessary to prefer one as the main one, but if you do not have some idea about the others, you often remain in darkness even in your own.”

In pedagogical science, over the last quarter of the last century and at the beginning of the new century, various aspects of preparing a teacher to solve professional problems, resolve pedagogical situations and conflicts, issues of using individual and combined scientific approaches in teacher education were considered, and the problem of integrating approaches was posed.

Philosophical and psychological aspects of the problem of making professional decisions were considered in the studies of A.V. Karpov, V.V. Kochetkov, Yu.N. Kulyutkin, I.G. Skotnikov, G.V. Sorina, G.S. Sukhobskaya, V.D. Shadrikov and other authors. Research by G.S. Berezhnaya, G.M. Boltunova, B.Z. Vulfov, T. Gordon, N.A. Guryeva, V.I. Zhuravlev, A. was devoted to the resolution of pedagogical situations and conflicts in the relationship between the teacher and students. M. Iverson, L.V. Kondrashova, S.V. Krivtsova,

M.M. Potashnik, M.M. Rybakova, N.V. Samsonova, L.A. Froyen and others. Dedicated to the issues of developing professional competence among future teachers research by A.A. Verbitsky, G.S. Vyalikova, N.V. Kuzmina, P.I. Samoilenko, V.F. Tenishchev and others. The problems of preparing teachers to solve professional problems were studied by A.A. Bizyaeva, L V. Kondrashova, M. M. Levina, A. K. Markova, L. M. Mitina, A. A. Orlov, V. A. Slastenin, L. F. Spirin, M. L. Frumkin and others .

In the Republic of Uzbekistan, the issues of career guidance, career choice, and professional training have been extensively researched by local pedagogues and psychologists, who put forward unique approaches. In particular, V.A. Slastenin, N.N. Azizkhodjaeva, J.G. Yoldoshev formation of professional training through innovative technologies; N.E. Kurbanov, E.A. Seytkhalilov, F. Yuzlikaev, N. Muslimov, SH. Sharipov, N. Egamberdieva emphasized the problems of establishing professional education on the basis of integration between the individual, society and production.

An integrative approach to organizing the educational space makes changes to role positions: the student takes on the function of interpreting knowledge, and the teacher coordinates this knowledge. Coaching, facilitation, and consulting stimulate students' need for self-improvement and contribute to their professional and personal self-realization. Help, guidance, advice and support become an effective way to develop students' professional and personal readiness for teaching. Thus, an integrative approach to the formation of students' professional and personal readiness for teaching activities leads to the fact that students' educational activities will periodically acquire a research or practical transformational character, i.e. will itself become a subject of assimilation.

We are supporters of maintaining a teaching system in the education system, divided into subjects that have historically been part of it. Academic subjects should be relatively independent, since each of them represents a separate field of

science with its own language, conceptual apparatus, methodology, methodology, subject of study and concept. At the same time, the opportunities associated with their study in conjunction with each other must be realized. This opportunity is provided through an interdisciplinary approach. It can be considered both as a form of integration of educational subjects and as a method of synthesizing new subjective knowledge. We consider an interdisciplinary approach to be the most optimal direction of pedagogical science in the integration of general education and special subjects. We rely on the conceptual idea that the result of the integration of academic subjects is the assimilation of new subjective knowledge, which cannot be formed when teaching subjects without interconnection.

After all, the main goal of integrated education is to lay the foundations of a good understanding of nature and society in primary school and to form an attitude towards the laws of their development.

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