

**PEDAGOGICAL BASIS OF THE PROCESS OF INTEGRATION OF PHYSICAL
EDUCATION TEACHERS IN TEACHING SPECIALIZED SUBJECTS**

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Annotation: This article describes some aspects of the principles of educational, interdisciplinary communication in the process of integrating the psychological and pedagogical knowledge of future physical education teachers.

Key words: primary education, teacher, integration, component, psychological and pedagogical, principles, knowledge, skill, qualification.

The President of our country has emphasized the importance of developing children's sports and highlighted the necessity of integrating education and upbringing with sports and physical training in a harmonious manner. Sports not only strengthen physical health but also serve as a solid foundation for building resilience—an essential trait for courageously overcoming life's challenges and withstanding various psychological and ideological pressures.

In the process of educating children, it is essential to engage highly qualified pedagogical staff who possess deep professional knowledge and the ability to apply an individual approach to each child. By nurturing correct thinking and reasoning from early childhood, we lay the foundation for the development of a well-rounded generation endowed with high levels of knowledge and spirituality. Therefore, special attention must be given to advancing the primary education system, which plays a key role in shaping such a future generation.

Certain aspects of integrated education and upbringing, as well as interdisciplinary connections, have been examined in the works of prominent pedagogues.

A number of studies have been devoted to interdisciplinary and intradisciplinary connections in primary education. These issues represent the zone of proximal development for transitioning toward the integration of academic subjects.

The integration of subjects in primary school curricula has been insufficiently studied and is often presented in contradictory ways. There are numerous disagreements among scholars regarding the nature of these interdisciplinary connections.

Modern physical education teachers must clearly perceive both the organizational and substantive aspects of the integrative nature of primary education in order to effectively fulfill their professional duties. They should also be aware of the integrative orientation of their future professional activity. The necessity of integration in the professional training of future physical education teachers is one of the key conditions that determine the effectiveness of developing their professional competence. In other words, only when viewed from an integrative approach can the methodological training of future physical education teachers be truly effective.

Research Objective:

To enhance the effectiveness of the integration process by improving the professional training knowledge of future physical education teachers.

Research Methods:

Pedagogical observation and control testing were employed. A comprehensive analysis of the literature on the subject was conducted. Special principles were developed for the integration of primary school subjects and for psychological-pedagogical integration.

Results and Discussion:

Let us consider what integration means from a terminological and methodological perspective. The word “integration” derives from the Latin term *integratio* – meaning restoration or completion, and *integer* – meaning whole or complete. In this regard, we are dealing with two fundamental concepts:

- A system is a concept that denotes the interconnectedness of structurally differentiated parts and functions within an organism, as well as the process leading to such a state.
- It is also the process of bringing closer together various disciplines that are being implemented alongside stratification processes.

Differentiation (from French *différentiation*, and Latin *differentia* – difference, diversity) refers to the process of dividing a whole into parts.

The integration of educational content reflects a global tradition of ideas, concepts, and aspirations. The integrative approach represents the objective unity of various levels of systemic relationships (nature – society – human being). Integration involves unifying previously separated components into a whole. It leads to an increased level of cohesion and organization among system elements [3].

During the process of integration in education, the volume and order of interrelations increase. This, in turn, organizes the functioning of system components and ensures the integrity of the subject being studied.

Modern didactic and methodological perspectives emphasize that students’ success in learning, development, and upbringing depends on their understanding of the unity of the world, the necessity of aligning their actions with the universal laws of nature, and their ability to establish both interdisciplinary and intradisciplinary connections within physical education courses.

First and foremost, teachers must possess not only deep and multifaceted practical technological preparedness but also be supported by appropriate psychological and pedagogical integration systems.

We believe that when three different but interrelated components—**methodological**, **technological**, and **personal**—are properly integrated, the study of psychological and pedagogical knowledge becomes significantly easier, faster, and more productive. These include:

The first component involves acquiring theoretical knowledge and enhancing methodological reflection skills.

The second component encompasses psychological and pedagogical knowledge at the methodological and technological levels.

The third component pertains to the personal development of the educator, including the formation of self-identity.

These components, in their implementation, must meet the following requirements:

- The process of knowledge acquisition must be aligned with the formation of essential qualities and types of activities required for future teachers.
- The structure of psychological and pedagogical sciences should create conditions that prioritize the need for knowledge even before the knowledge acquisition process begins.
- It is necessary to establish conditions that allow future teachers to practically implement the unity of capabilities, characteristics, forms, and methods. Additionally, it is important to ensure that students can consistently apply and develop the acquired concepts throughout the educational process and beyond.

English Scientific Translation:

In order to obtain comprehensive information about the effectiveness of the psychologically and pedagogically structured integration process and the formation of systematic, integrated knowledge, it is necessary to organize observations in the following directions:

- studying students' psychological readiness to acquire knowledge;
- determining the level of preparedness for learning;
- identifying the scope of knowledge related to facts, phenomena, and laws;
- assessing motivational and emotional attitudes toward the pedagogical process and the teaching profession.

These indicators play a crucial role in students' professional orientation. Through such indicators, it is possible to assess the attitude of future teachers toward the process of teaching and acquiring knowledge. Analyzing the technological support of the integration process in psychologically and pedagogically structured instruction helps fully reflect the teacher's teaching methods, techniques, and forms.

In conclusion, one of the most important tasks of higher pedagogical education institutions is to educate future physical education teachers through methods of intellectual activity. Such methods include the development of mental representation and thinking, generalization, abstraction, and others.

The method of generalization from the particular to the general (inductive approach) can be implemented through the following steps:

- a) comparing the given objects;
- b) identifying and naming the features common to all of them;
- c) grouping the objects based on those features.

When generalization is implemented through a didactic approach (from general to particular), future physical education teachers must be able to select the relevant concept and articulate its general characteristics. The conscious transfer of knowledge to new tasks is a key indicator of mastering intellectual activity methods.

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