



THE IMPORTANCE OF INTEGRATIVE-INNOVATIVE APPROACHES TO THE PSYCHOLOGICAL DEVELOPMENT OF PRESCHOOL EDUCATIONAL INSTITUTIONS

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1st Year of Master's Degree

Abstract

This article scientifically analyzes the development and educational process, the role of problem-based learning in modern educational technology, research, analysis, empirical conclusion of the student in preschool education through problem-based learning technology issues of preparation for release are covered.

Keywords: socio-economic, differentiation, education, integration, innovation, membership.

Introduction

The current principles of socio-economic development of our country require further increase of our spiritual potential and economic power to take a worthy place among the developed countries of the world, their reconstruction in accordance with the requirements of scientific and technological development of the XXI century. To do this, it is necessary to change the worldview of our youth, to raise their knowledge and spirituality to the level of world standards. Today, society is faced with the task of preschool education: the purposeful development of their special abilities, their independent learning[4].

Problem-based learning technology plays a leading role in solving these problems. Today, we are often confronted with the concept of an integrated approach to education. So what is integration? Due to the differentiation of integrated disciplines, historically structured disciplines can be considered as a form of interdependence aimed at correcting the shortcomings of the teaching system[24]. The didactic significance of the integration of disciplines is determined by the need to develop the order and laws of pedagogical activities that allow to determine the conceptual structure and methods of formation of new knowledge in different disciplines. In the narrow sense, the integration of academic disciplines is an integral part of the synthesis of disciplines and scientific knowledge[11].

The main purpose of the integration of academic disciplines is the synthesis of subjective new knowledge, and the main task of integration processes is the





development of pedagogical technologies aimed at the synthesis of subjective new scientific knowledge. Modern intellectual education covers all aspects of integrative education (mental, moral, economic, labor, aesthetic, hygienic, legal, physical education) and ensures their interdependence[32].

In the process of integrative education, the preschooler develops a comprehensive knowledge of the integrity of the universe, the universe, the laws of nature, the relationship between nature, society and people. In the context of globalization of education, it is necessary to use interdisciplinary integration more widely[21].

Educational institutions based on the principle of interdisciplinary membership should be applied to the educational process. The principle of interdisciplinary coherence ensures the full mastery of the complex aspects of interdisciplinary interdisciplinary relations and the penetration of knowledge into the internal essence, as a result of which the various systems are interconnected, integrative integrity[6].

The implementation of interdisciplinary links in the educational process has a strong impact on the quality of education, modernizing education and expanding opportunities for innovative teaching. By providing interdisciplinary connections, a teacher who is able to organize a lesson will not only increase the interest of preschoolers in the subject, but also help them to master the subject. As a result of the systematic implementation of interdisciplinary links, the relevance of the educational process will increase significantly[38]. One of the main tasks of the school is to form in preschool students the ability to see the world as a whole, interconnected unit, to see and understand its global problems and solutions to these problems. Problem-based learning has a special place in modern educational technology. At the heart of problem-based learning technology is a chain of interconnected problems[3-27].

The growth of a child, the development of his psyche and consciousness, his development as a member of society are subject to certain laws. There are two approaches to psychology in understanding education and development. According to the first direction, the previous things are present in the body from a simple repetition an increase or decrease in qualities, which cannot explain the real reasons for the development[19]. According to the second direction, development is a struggle of contradictions. There are three theories about the relationship between development and education:

The theory that there is no difference between development and education. Therefore, development and education are the same process[10].

To say that there is no relationship between development and education is to say that development is a process in itself and that education is a process in itself.





Although development and education are separate processes, they try to cite the previous two theories[28].

LS Vygotsky, a representative of world psychology, scientifically analyzes the process of development and education, showing that development and education are incompatible. According to LS Vygotsky, education is a process of progress, and progress follows it. Because education is not about yesterday's development, but about tomorrow's development[35]. As a child learns, he develops mental processes that have not yet been developed. It includes 2 stages of development: 1) the most recent stage of development, i.e. the stage in which a child develops with the help of an adult; 2) the zone of the actual stage of development, ie the zone of the stage of independent development of the child and the formation of features of his development[5]. What psychological difficulties can occur when a child enters school for the first time? The first time a child steps on the threshold of a small school is the beginning of a learning activity. Learning activities lead to psychological difficulties in the development of voluntary and stable features of the child's cognitive processes, mental qualities and thinking processes[39]. In particular, in a 45-minute lesson in preschool education, students can focus on the content of education, read the opinions of teachers, feel the need to do homework, follow the rules of the school, the street, parents, the teacher faces many challenges, such as feeling homework. These difficulties are overcome in the process of education, in the attitude to teachers, to students in preschool education[26]. It is through problem-based learning technology that a preschooler acquires the skills to conduct research, analyze, draw empirical conclusions, apply other situations, approximate and systematize their ideas, and apply them in future practical activities. Problem-based learning is based on traditional teaching methods[28-41].

The teacher not only puts the problem in front of the children in the preschool, but also teaches the children in the preschool about the need for research and research methods to solve it. To start searching, you must first create the necessary environment[14].

The problem should be clear, and preschoolers should be able to use the information, concepts and knowledge gained in previous topics and disciplines in the process of finding a solution. It is also important that the problem facing preschoolers is relevant. In preschool, research should be conducted on a specific system, a specific problem. The preschooler will then be able to analyze the problem, identify the parts, and begin to address it[9].

In short, integrated education is the management of the exchange of ideas between students in preschool education, the discussion of the views of the opposite party, the





development of skills, the basis of active thinking activities of students in preschool education, the actualization of the issue, not only to express their opinions, but also to develop the skills of listening to others, to obtain useful information and draw the necessary conclusions from the views expressed by preschoolers, and to form the necessary qualities in preschoolers such as ingenuity, research, design.

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