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BENEFITIS OF USING INTEGRATED TRAINING IN PRESCHOOL EDUCATION

Abstract: This article analyzes the importance of integrated training in the spiritual and moral education of preschool children, and outlines the pedagogical problems that occur in the integration of pre-school education, and suggests some effective strategies to overcome pedagogical challenges.

Key words: patriotism, spiritual-morality upbringing, humanism, common humanity value, integration, deduction, induction, synthesis, generalization, concretization.

Language: English

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Introduction

Among the spheres to be reformed and developed, improving the system of preschool education on the basis of competence requirements in line with the trends of innovative development of education has the priority over others in the world educational context. In particular, the establishment of high-quality educational services for children to develop independent thinking in children for sustainable development, set by UNESCO until 2030, is preliminary. International experience calls for the need to increase the pedagogical process in preschool educational institutions, the introduction of STEAM learning from an early age, and the diversification of educational services.

The state's concern for spirituality is moral and spiritual education- the degree to which a person and his or her community can acquire and perfect all their spiritual and intellectual benefits created by the nation and society is an indicating criteria. Deep economic and social reforms in the country are aimed at improving the quality of education and upbringing youth in accordance with the requirements of building a democratic state, the introduction of modern forms and methods of education into the learning process.

At present in the country radical improvement of the legal framework in the sphere of preschool

education, integration of advanced foreign experience, scientific developments and technologies into the activity of preschool educational organizations, introduction of scientific innovative and pedagogical activities in the field of early childhood development. Conceptual reforms to support it are underway. The Strategy of actions for further development of the Republic of Uzbekistan "Expanding the network of preschool educational organizations and radically improving the conditions for comprehensive intellectual, spiritual, moral and aesthetic and physical development of preschool education. The significant increase in coverage and access to education, training of teachers and specialists"

Expanding the network of preschool educational institutions in the "Strategy for Further Development of the Republic of Uzbekistan" and radically improving the conditions for comprehensive intellectual, aesthetic and physical development of children in these organizations, and the coverage of preschool education. Significant improvement of professional skills of teachers and specialists. At the new stage of development of Uzbekistan, the implementation of the priorities outlined in the Strategy of Action on the basis of the "Integrated Approach in Educational Work" ie, a participatory

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and targeted approach, is needed. Formation of moral and moral qualities is a continuous process, and it is of particular importance to begin with preschool. Psychologists say that the bulk of the development of world outlook is in terms of content and scale, especially during the preschool.

The issue of child's health and well-being and their moral and spiritual upbringing in preschool education have always been of interest to mankind.

Organization of integrated lessons in the spiritual and moral education of children of preschool age, in harmony with the realities of the society, in the harmony, consistency and inclusion of each lesson is the main issue of didactics. The state requirements of the Republic of Uzbekistan for the development of early childhood and early childhood are aimed at the implementation of socio-economic reforms in the country, taking into account the best practices of foreign countries and scientific achievements and modern information and communication technologies. The purpose of education of a fully developed and intellectually developed personality, the introduction of modern forms and methods of education and upbringing of children on the basis of national, universal and spiritual values, implementation of pedagogical and modern information and communication technologies in educational process. The issues of development. Chapter 2, Part 3 of State Requirements, emphasizes the concept of integration is a process that links the content components of child education and development.

First of all, it is important to note that spirituality, in essence and essence, is an integral area. After all, as its constituent components;

First, ethical standards are acknowledged;

Secondly, it is a broad, comprehensive, and, in other words, integrated area, because it contains "philosophical, legal, scientific, artistic, religious and other concepts of humanity."

Integrated lessons teach children to understand the whole world, to understand the events and to understand the nature. It is worth nothing that integration issues in preschool education are still controversial among our scholars because scientifically different views and opinions are inconsistent and inextricable.

Integration is the convergence and independence of classes throughout the differential process. The process of integration is a new, high-quality link between the workings of the sessions, and it manifests itself. It should be noted that the foundations of integration are based on long-standing folk pedagogies and scientific pedagogy.

Accordingly, the organization of integrated spiritual and moral education for children of preschool age is a holistic pedagogical process that addresses the following pedagogical tasks:

1. Children of preschool age are informed about moral norms and the essence of moral relations and their importance in social life.

2. Creation of spiritual and moral awareness in preschool children.

3. Positive moral and moral qualities in children of preschool age (patriotism, diligence, sense of beauty, honesty, freedom, friendliness, friendship, goodwill, sweetness, generosity, courage, etc).

4. Formation of spiritual and moral culture in preschool children.

The implementation of these tasks will help to identify the educational and educational problems of pre-school institutions, along with the positive factors contributing to the system of moral education in the integrated lessons of preschool children.

By education classes in pre-school organizations, children may face the following pedagogical challenges in the spiritual and moral education of preschool children:

- The need to create an integrated pedagogical environment in preschool educational institutions and its impact on external and social impact;

- Problems facing the system of professional competence, creativity and professional development of educators, and insufficient level of scientific and methodological and didactic provision for the solution of these tasks;

- Inadequate ability of educators to integrate training topics in the use of the "Bolajon" Basic Program and the "First Step" state curricula;

- Contradictions between the processes of integration (integrity) and disintegration (separation, disintegration) in the system of spiritual and moral education of preschool children;

- Existing contradictions between traditional forms, methods and innovative methods of educational process in preschool educational organizations;

- Inconsistencies between the spiritual, educational, organizational part, content and methodology of the upbringing process in preschool educational institutions;

To address the above pedagogical problems, it is advisable to use integrated training in preschool education:

- Considering age and level of knowledge of group students in organizations of integrated education in preschool education institutions;

- To integrate education as a formative development tool in increasing the effectiveness of training;

- Humanistic approach to education, formation of universal values;

- Development of creative abilities of a person, his individuality;

- Accounting of individual and collective education;

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The problem of integrating preschool education is relevant to both theory and practice. Its relevance is explained by the new social demands placed on preschool education, by coordinating the primary

capacities of children to provide educational opportunities for children to develop their individual abilities.

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