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Integrative-Pedagogical Activity of Future Signed Teachers

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Abstract: This article analyzes the theoretical and practical foundations of the integrative-pedagogical activity of future sign language teachers. The article studies the multifaceted activities of sign language teachers, the principles of interdisciplinary integration, methods for developing communicative competence, and skills for working in an inclusive educational environment. The issues of modern technologies, cooperation with families, and social adaptation are separately analyzed. The integrative-pedagogical approach is highly effective in ensuring the cognitive, communicative, and social development of children with hearing impairments. This approach helps to prepare future sign language teachers as professional specialists who meet the requirements of modern special education.

Keywords: Integrative approach, didactics, professional education, cognitive, communicative, social, development.

Introduction: In modern education, attention is paid to the development of a new didactic system of school education, reflecting the work experience of innovative teachers. Such a didactic system has a connection in the form of changes in the process of training sign language teachers in a higher educational institution, their impact on their qualification practice, qualification requirements for students of higher vocational education and the syllabi of subjects and courses corresponding to them. This integration, in our opinion, does not fully cover the deep aspects of the teaching process in higher education. The need to make adjustments to the didactic system of higher education is clearly manifested in the process of training sign language teachers. This is due to a number of objective reasons:

1. The scope of application of new didactic systems of education and new teaching technologies corresponding to them has covered the practice of special education. Implementation of developmental teaching, advanced teaching didactic systems, in-depth teaching systems, etc. in special education.

2. To form new didactic systems of special and inclusive education based on the introduction of new teaching aids in the form of experimental and test textbooks, didactic notebooks and other teaching aids of the educational process.

Today, the phenomenon of integration is defined as the leading position of innovations in education. Scientific and pedagogical research is being conducted that allows adapting this general scientific category to didactic implementations. [1]

Integration is the unification of the goals and factors of education into a whole. Integration is from the Latin "integer" - wholeness, "integerara" - completion, creation, restoration of wholeness. The problems of ensuring coherence in the content of education are also an area of integration. It is teaching the generalization of concepts. [2]

In the explanatory dictionary of the Uzbek language, "Integrasiya (lat. integratio) - restoration, resumption, completion. 1. A concept expressing the state of connection of individual parts, elements, their combination. 2. The process of convergence and interconnection of sciences. 3. Coordination and unification of the economies of two or more countries", "Integral (lat. integer – a whole, intact, restored) – mat. In higher mathematics, a whole quantity considered as a sum of infinitely small numbers. Integration – mat. finding, determining the integral of a given function, mathematical expression". [3]

The National Encyclopedia of Uzbekistan notes that

"Integral [lat., integer-whole] is one of the main concepts of mathematical analysis. Integration is the process of finding an indefinite integral in mathematics. Integration (lat. Integration - restoration, completion, from the word integer-whole), the process of convergence and interaction of disciplines, occurs along with differentiation." [4]

The Macmillan English Dictionary for Advanced Learners gives the following definition: Integral – 1. To make a part whole so that it becomes complete; Integrate – 2. To combine two or more things into a complete system or part. Integration – to bring together, to bring together things, people, or different ideas into one. [5]

The term-concept of "pedagogical integration", according to scientists, implies the explanation, forecasting of certain manifestations of integration and their management in accordance with its tasks within the framework of the subjectivity of pedagogy. V.S. Bezrukova confirms this rule, defining it as a type of scientific integration implemented within the framework of pedagogical theory and practice.

In pedagogical research, integration is characterized in terms of "integrity, systematicity, interdependence, complexity"; "principle, process and result"; "unification of disparate parts into a whole", "complexification and summation"; "synthesized courses and interdisciplinary connections". However, these characteristics do not fully reflect the specificity of integration as a pedagogical phenomenon. A.Y. Danilyuk considers the reasons for this to be: 1) limited perception of integration; 2) technological underdevelopment of the phenomenon; 3) the absence of understanding of integration as a dialectical, self-organizing process; 4) the opposition of integration and differentiation. The researcher emphasizes the dialectic of the interrelation of these phenomena: knowledge is initially differentiated into different disciplines, which in fact creates the need for integration, differentiation is the beginning of integration. It is not correct to completely oppose two dialectically intersecting phenomena: since differentiation is precisely the starting point of integration, it follows that the result of integration must be the beginning of differentiation. [6]

Integration in education has been widely studied. The reason why today the problem of integrated education is being paid serious attention even in primary education is explained by Professor D. Yakubjonova, "Technology for the development of professional creativity in future defectologists", Methodological and didactic foundations of ensuring the effectiveness of mathematics teaching through interdisciplinary communication (B.S. Abdullaeva), The combination of integrated (inclusive) education with specialized education requires high competence from the teacher. T.Kh. Toshkhodjayev, "Social adaptation is a multi-stage pedagogical process that leads not only to the adaptation of children with disabilities to school, but also to finding their place in society." N.K. Nurmatova, The didactic foundations of the formation of students' knowledge-assignment activities were studied in the works of R. Ibragimov.

M. Gulyamova In order for a person to be able to enter into personal, social, economic and professional relationships, to take his place in society, to solve the problems he encounters, to have a comprehensive and broad outlook and knowledge, it is necessary, first of all, to integrate the teaching of subjects, and to enter into mutual communication in society, to develop the competence of perfect mastery of the language and its effective use in communication, that is, communicative competence. According to the definition proposed by I.P. Podlas, "integration is the process and result of forming a whole based on the identification of important connections between relatively independent parts", separate scientific disciplines. The purpose of integration is understood as "unification of knowledge" (unification), combining different areas of knowledge, as well as bringing information to a certain density, as well as isolating the most valuable and important concepts. Researchers argue that the introduction of integrated disciplines into the educational process allows the formation and development of "generalized knowledge", which in turn "helps to form a holistic mindset and consciousness". [7] The goal of integration is to "unify knowledge" (unify), combining different areas of knowledge, as well as compressing information in a certain sense, isolating the most valuable and important aspects. The introduction of integrated disciplines into the educational process allows the development of "generalized knowledge", which in turn "helps to form a holistic mindset and consciousness" [7].

The organization of education in foreign countries on the basis of knowledge with an integrative content has been studied in the scientific research of M. Byram, D. Coyle, S. Darn, D. Marsh and J. A. Van Yeckler.

A.Y. Danylyuk notes that the concept of integration is being introduced into the pedagogical context, but its insufficiently meaningful pedagogical filling does not yet allow us to speak of it as a sufficiently grounded scientific and pedagogical concept. [4]

If a surdopedagogue with a certain "work experience" or "good practice of teaching in special education" can

make a choice based on this experience and existing traditions, then a graduate of a higher educational institution cannot independently understand and structure what he describes as a "general scheme of things", and therefore cannot select the necessary from the large amount of information in front of him (P.Y. Galperin). The result of this is obvious: either a mechanical selection under the influence of subjective factors (the availability of a sufficient number of textbooks or school instruction), or an eclectic combination of two different systems occurs. N.F. Talizina, analyzing the difficulties that arose due to the sharp increase in the content of education, showed the need to "separate the structural elements from which the voluntary specific phenomena of this discipline are formed".

The greater the correspondence of the level of knowledge of the teacher with the general system of scientific knowledge of the entire specialty, the higher the likelihood that the teacher will be able to fulfill the task of transforming knowledge into thinking and mastering by students.

A deep study of the integrative foundations of the sciences should be combined with the ability to apply the acquired knowledge to solve problems arising in the process of professional activity. This does not occur only on the basis of the accumulation of integrative knowledge of individual disciplines.

An integrative approach to education is expressed in the development of a system of general principles and methods of scientific knowledge. Philosophy is the theoretical basis for understanding pedagogical practice and the basis for constructing pedagogical concepts aimed at developing the teaching process.

According to the integrative approach, two aspects necessary for pedagogical science are harmoniously combined:

objective - the real expression of being and the formation of forms of its transformation with the identification of the means of their implementation.

practical - the expression of the productive practical side.

The integrative approach connects knowledge about the essence of science with knowledge of the methods of its creative transformation. The integrative approach creates conditions for the synthesis of previous knowledge. An important function of the integrative approach is the regulatory function of practice, the function of the constructive principle.

The differentiation and integration of scientific knowledge reflect two single processes of cognition. The interrelation of the abstract and the concrete is expressed at two levels: the transition from concrete to abstract (differentiation) and the teaching from abstract to concrete (integration). The concrete is concrete because it is a synthesis of many definitions, and accordingly, the generality of the multifaceted. In thinking, it therefore serves as a synthesis process, a result. [8]

Today, 70 percent of countries in the world use integrated curricula and textbooks in their education systems. Each country has developed and implemented different levels of integration, depending on the nature of the demands placed on the education system of that country. For example, while the UK education system mainly introduces integrative subjects, Korea and Switzerland introduce integrated subjects or separate subjects, Australia integrate subjects, Japan. Northern Ireland, Wales. Hong Kong and Germany also introduce separate subjects, Hungary introduce cultural subjects, human and nature, integrative subjects, the Netherlands introduce separate subjects, and Ireland incorporate all subjects in blocks such as science and technology.

Studies have shown that, since the educational process is planned to be organized on the basis of integrative curricula and textbooks, it is advisable to use different levels of integration. In particular:

1. Integration based on the sequential presentation of topics, in which the principle of concentricity is followed in the presentation of educational materials. That is, the previous educational material complements the next. But they never repeat each other. As a result of such an integrative approach, the student's knowledge, skills and abilities, as well as creative activities, are systematically developed and enriched.

2. Integration based on the creation of mutually consistent points in educational programs; in this case, it is also important to ensure inter-thematic coherence in programs to prevent repetitively presented educational materials based on taphatology. The advantage of this is that the student's time and effort are saved, the volume of textbooks is compacted and the cost is reduced.

3. Modular integration: within the framework of such integration, knowledge and concepts related to related academic subjects are presented to students in a coherent manner, integrated into a single system.

4. Integrative programs: this type of program involves the integrated presentation of several subjects or topics related to academic disciplines. Given the maximum increase in the number of subjects in the curriculum today, there is a strong need to create such programs.

5. Cross-subject integration: in this case, educational materials provided within the same course are integrated with educational materials that are similar in nature within another course. The integration of education is important both economically and pedagogically, hygienically and physiologically.

The didactic features of integrated technology for increasing the effectiveness of special education (focus on the student's personality, management of educational and cognitive activity, concentration, cooperation, creativity) on the basis of ensuring the dynamics of internal integration of the subject of study, basic concepts and knowledge, skills, qualifications and competencies with educational goals (educational, educational, developmental) were clarified in the works of N.M. Abdullaeva.

The work of K.M. Azizova covers the specific and distinctive features of the integrative and pedagogical activities of surdopedagogues through the functional, scientific, historical components of the integrative approach, the general concepts of methodological approaches (systemic, complex, integrative) and their orientation, emergence and specification.

The integration factors of the formation of communicative competence of future teachers are studied in the works of X.A. Yulbarsova, based on the development of reflexive forms of professional-communicative activity (individual-methodical, intuitive) with verbal and non-verbal means of pedagogical image (integration, constant analysis). Issues of integration, integration processes in science, expressed in the formation of integrative concepts, are studied in the publications of B.C. Gott, A.D. Ursul. The principles of multilevel integration are developed in the works of M.S. Anisimov, A.Tursunov, B.M. Kedrov.

Sh. Yusupova and D. Rejapova studied the issues of organizing integrative lessons.

The important role of dialectical logic implemented in scientific theories in integrative processes is shown. The categories of dialectical logic reflect the corresponding aspects of all sciences, phenomena of the material and spiritual world, represent them not as independent, separate from each other, but as a single interconnected whole, which reveals the contradictory nature of these connections, allows us to observe the development of contradictions and contradictions between them.

The modern interpretation of the driving forces of the educational process emphasizes the “clearly expressed contradiction of the pedagogical process”, which is an expression of the dialectical law of the totality and struggle of contradictions.

The integrative essence of “transition from the abstract to the concrete” cannot be determined by mechanically transferring the main directions of subject integration in the educational process. A special didactic system is needed, within the framework of which didactic equivalents of the integration process should be implemented. Dialectics, revealing the content of aspects of knowledge, establishes their interrelationships in the process of comprehending reality. It reveals the social nature of knowledge, the active nature of people's cognitive activity.

The integrative approach serves to teach the student to think creatively and independently, to educate conscious independence as a person, to create a sense of personal dignity in each child, to strengthen confidence in their own strengths and abilities, to form a sense of responsibility in learning holds.

The integrative approach in the educational process serves to systematically and diligently work intellectually, to qualitatively complete educational tasks, and to thoroughly master the educational material, realizing that the success of each student in his studies leads to the success of the group.

The methodological basis of the integrative approach is expressed in the tasks of the didactic system of higher education. The assimilation of ideas by students helps to ensure the commonality of educational, upbringing and developmental functions in the subject system of education.

It is a teaching concept that develops the didactic possibilities of an integrative approach to the organization of training of sign language teachers. It should be considered a clarification of the theory of training sign language teachers and be based on a certain general didactic system.

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