

DEVELOPMENT OF THE FUTURE TEACHER PRESCHOOL EDUCATION USING AN INTEGRATIVE APPROACH

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Resume: *In this article discusses the development of the future teacher preschool education using an integrative approach. Since the training of younger school children's can have formed only on a broad theoretical basis in the process of problem presentation of theoretical material in active discussion of different points of view available to the scientific and methodical literature.*

Key words: *integrative approach, pre-school education, methods, techniques, teaching, preparation, pedagogue, development, formation.*

Scientists interpret the integrative approach in pedagogy in different ways. I.A. Zimnyaya, E.V. Zemtsova define the integrative approach as "a holistic representation of a set of objects, phenomena, processes, united by the commonality of at least one of the characteristics, as a result of which its new quality is created"; a slightly different position of V.M. Lopatkin, he believes that the integrative approach is a means that provides "the integrity of the picture of the world; contributes to the development of a person's abilities for systems thinking in solving theoretical and practical problems".

O.B. Akimova, N.K. Chapaev rightly argue that the integrative approach is carried out at the technological and content level. The integrative approach contributes to the solution of the following tasks: reveals the intellectual potential of the student; personality of students; forms professional competencies; creates psychological and pedagogical conditions for self-education, self-education, self-development, socialization. Socialization is "a multifaceted process that encompasses all spheres of a person's life; a social category with a specifically set

result”, and the given result is personal value orientations. The social educational environment has great opportunities for education and training.

The main principles of the integrative approach in the study of pedagogical disciplines are: the principle of subjectivity, cultural conformity, creativity, orientation to civil-patriotic values and value relationships, synergy, self-education, dialogue of cultures, variability in the choice of means of interaction between subjects of the educational process and feedback.

The components of the integrative approach can be: organizational-methodological, activity-practical and theoretical-content.

The organizational and methodological component involves the integration of teaching methods (debates, project method, moderation, deliberation, business games, discussions, round tables, festivals, competitions, conferences, case technologies, etc.).

The activity-practical component includes the integration of forms of education, which will facilitate the use of creative tasks that contribute to the development of critical thinking and creativity, the formation of personally significant and professional qualities of the individual.

The resource-content component integrates the resources necessary for educational and cognitive activities (classroom and extracurricular), determines the content of an integrative special course, which, thanks to its content, means, methods and techniques, will contribute to the formation of professional competence.

Among the main goals of the integrative approach in the study of academic disciplines, it seems important to us to highlight the following: the formation of civic consciousness, self-awareness of the personality of the teacher, socio-legal, civil-patriotic and moral norms, knowledge; development of research, design, communication, reflective and other skills; upbringing of personally significant and professional personality traits, etc.

The implementation of this approach presupposes the implementation of integrative processes at four main levels of integration: intersubjective, intrasubject, interpersonal, and intrapersonal.

In education, there are always processes of integration and differentiation, which constitute a dialectical unity and reflect the complexity and contradictory nature of the development of cognition. Let's turn to the most general definitions of integration. In the encyclopedic philosophical dictionary "integration" is "a side of the development process associated with the unification of previously heterogeneous parts and elements into a whole". Domestic teachers (V.S.Bezrukova, G.M.Dobrov, I.P. Yakovlev and others) and psychologists (V.Ya. Stoyunin, N.V. Bunakov, V.I. Vodovozov, B.G. Ananiev and others). They analyzed the problems of integration in the educational process; means and forms of implementation of integration; the effectiveness of the integrative pedagogical system.

For example, B.G. Ananyev defined the stages of development of scientific concepts for all training programs, which allowed teachers to use these ideas in the learning process, to ensure the integrity of the educational process, "the integrity of a person's sensory reflection of objective reality, the unity of the material world" [12]. I.P. Yakovlev [6] noted that the integration process will be effective under certain conditions.

Integration is an expression of the unity of goals, principles and content of organizing the process of teaching and upbringing, the result is key competencies. In modern conditions, the integration of sciences and scientific knowledge turns from a trend into a pattern. We share the point of view of V.F. Tenischev that integration leads to an increase in the level of the educational process due to the movement of the pedagogical system towards its greater integrity. The result of the integration is the formed competencies of the students.

These tasks were identified by Yu.K. Babansky [1] in the study of methodological problems of pedagogical research.

The first group of tasks requires the solution of certain theoretical issues that are part of the general problem, which requires theoretical competence, representing the unity of knowledge, skills, the presence of certain experience in identifying the essence of the phenomenon under study, reflected in concepts, their features, levels of functioning, etc.

The study of the practical state of the problem under study is the second task and presupposes the possession of diagnostic competence.

The third task includes the justification of the necessary system of measures to solve the existing problem. This task requires the presence of projective and constructive competence.

This is followed by the implementation of the proposed system of measures from the point of view of its compliance with the criteria of optimality, and here a readiness to implement these measures should appear, that is, operational and procedural competence.

Finally, the fifth task is an analysis of the results achieved, the development of guidelines for those who will use the research results in practice (for example, the development of guidelines for parents, students or preschool teachers, aimed at consolidating a specific topic in mathematics), which involves interpretation the data obtained and the assessment of what has been done, reflection on their research activities. This is where interpretive-reflexive competence takes place.

The essence of an integrated approach to educational activities is the combination of knowledge from different fields on an equal basis, complementing each other. At the same time, when conducting educational activities, the teacher solves several problems from various areas of the program, and children master the content through the main types of children's activities: cognitive and research, labor, artistic and creative, communicative, motor. When planning and conducting educational activities with children, we use methods such as:

- surprising, playful moments;
- consideration, observation, comparison, examination;
- comparative analysis, comparison, heuristic activity (partial search);

- problematic questions that stimulate the manifestation of a kind of joint "discoveries" with the teacher, helping the child find the answer;

- a variety of speech didactic games to activate the vocabulary, expand the understanding of the variety of facets of the native language, foster a sense of self-confidence. The approximate structure of joint activities of a teacher with children based on integration.

A problematic situation is created that stimulates the activity of children to search for its solution (for example, the question is asked, "Guys, what will happen if there is no water on Earth?").

Children are given new knowledge necessary to solve a problematic issue (for example, the meaning of water in nature and human life, etc.) based on the content of different sections of the program, based on clarity, in parallel, work is underway to enrich and activate the dictionary, teach coherent speech.

Thus, competence acts as a willingness to solve certain problems of an integral research process based on existing knowledge, skills, value orientations, needs, experience of the subject (preschool teacher) of this process in a certain, previously unknown situation. The solution of these problems creates the preconditions for achieving the goal of scientific research, and therefore for solving the problem under study.

The integration of educational areas in educational activities allows the child to realize his creative potential: he composes, fantasizes, imagines, thinks, the child's vocabulary is enriched in an interesting, playful way, and communicative skills develop. Consequently, children learn to communicate freely and express their thoughts, which is an integral part of working with preschoolers. The technology of integration of organized educational activities can be different, but in any case, it is necessary to show the teacher's creative activity. This is one of the important conditions for the development of children's abilities.

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