



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.02288.6

DIVERGENT ASSIGNMENTS USED IN INTEGRATED TRAINING

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ABSTRACT

The article quotes methods and processes on how to develop and improve divergent thinking through the integration of the subjects taught in the article. The uniformity of thinking prevents the right perception of the situation and prevent other people from accepting their thoughts and makes personal communication difficult. In contrasting of convergent thinking, different thinking from each other is different thinking of many answers to the same question. Modern didactics offer a number of approaches to the integration of academic subjects, but still not created universally recognized content, forms and tools of the process. As long as it applies to any assignment, the problem, which is belonging to the problem, we can find a few solutions to the Allebat.

KEYWORDS: *Development Of Divergent Thinking, Text, Title, Analysis, Fatty Speech, Integration, Problem.*

INTRODUCTION

Under modern conditions, insecurity is not given enough attention to the teaching of disciplines. Even subjects such as physics and electrical engineering, chemistry and materials science are taught without the systematic connection in secondary special, professional education curricula. Measures to eliminate the problem are being limited to meetings of training of these subjects on the time of the relevant curricula or measures to partially harmonize the content of sciences. To resolve it, the necessary conditions for the integration of the subject disciplines, which ensure the knowledge of students, are required to develop the necessary conditions, form, content and tools of the subject.

Modern didactics offer a number of approaches to the integration of academic subjects, but still not created universally recognized content, forms and tools of the process. Many pedagogical

scientists act in the study of integration processes in education, depending on the integration of fundamental sciences.

This situation is originally explained by the fact that the integration was initially implemented in fundamental networks and later spread to the field of pedagogy. It should be noted that academic subjects are different from scientific sciences. Only this difference is not in the content, but in the form of the absorption shape, size and explanation depth.

The didactic essence of the integration of Educational Sciences is determined by the need to develop the order and legislation of pedagogical activities that allow to determine the conceptual structure and techniques of the formation of new knowledge in various educational sciences. Integration of Educational Sciences is an inalienable continuation of mutual synthesis of science fields and scientific knowledge.

The main purpose of the educational and educational disciplines is to synthesis of subjective new knowledge, the main task of integration processes - the development of pedagogical technologies ahead of the synthesis of subjective new scientific knowledge.

Purpose. The purpose, tasks, and content of education carried out at different levels of education are always determined by the present and future needs of society. Regarding global and national changes in scientific, technical, socio-cultural changes, one of the priorities of higher education is intellectually and physically developed with high levels of spiritual and moral culture, Preparation of a future specialist who has professional growth and personal development.

In recent years, students' ability to develop flexible, effective thinking skills, to make decisions under the restrictions given, is the ability to seek alternative, non-standard ideas, and the restrictions given, called divergent, there is more and more non-linear, different opinions.

Often, due to primary school teachers, linear (convergent) thinking, the correct solution to any problems has learned to use a single solution together with them to develop the mind of schoolchildren. It is possible to explain to the Conscious of the clear meditation of such thinking. The uniformity of thinking prevents the right perception of the situation and prevent other people from accepting their thoughts and makes personal communication difficult. In contrasting of convergent thinking, different thinking from each other is different thinking of many answers to the same question. Similarly, such thinking type included as divergent thinking by scientists and researchers.

Scientific novelty of the article. For many years, the problem of forming divergent thinking has been repeated several times in psychological and pedagogical literature. Specialists conducted mental psychological research, and they were engaged in the study of various thinking and the characteristics of the factors of its development.

Divergent thinking can be called a special thinking occupied by creative people. Diverish thinking is manifested in creativity and different abilities. Creating a new non-standardist, creativity - the basis of any creature.

Dividner is a type of thinking that involves the problem, which involves all the creative capabilities of a person, but meant to solve the right solution.

Many teachers rarely imagine what the students's creativity is. They mainly convey the concepts, increasing their experience and other methods to accurately fulfill professional tasks.

Research of a number of scientists shows that divergent thinking is a speed (the number of things to the time unit), elegance (circulation of flexibility), uniqueness (non-standard, non-traditional ideas) And it is a way of thinking aimed at the formation of criteria for accuracy (fullness, accuracy) of ideas. Therefore, creativity, interest, the desire to manifest the person, the other presentation of the material, are facilitated with different criteria for assessment of the results.

Among the primary school students the concept of thinking is mainly meaningful. That is, the formation of the educational task must first be done in the form of objective and game actions that ensure the emotional basis of arbitrary concepts, not in the form of oral disputes.

The primary school teacher is in need of divergent thinking in designing its professional pedagogical activities, extraction of courses and classes, and analysis of pedagogical activity. Teachers need to understand the essence of different approaches in upbringing and education.

Results and practical applications. The primary school teacher must embody the following features for divergent thinking and quality of this thinking to achieve high quality efficiency:

- to be reflected in their own eyes or on the mind and to correct the correcting deficiencies in their activities;
- Captify critical evaluation of various events in the formogene activity;
- to identify their direction and other solutions in the state of uncertainty in the solution of the camels;
- to be able to organize the knowledge and skills of the magnificent nature independently;
- Donal conditions in the event of the registration and introduction of new training issues;
- Creating alternative options when solving the absorption, and can be considered for a solution in them;
- to be able to merge and change methods in solving possible;
- Prompt methods and technologies.

As a result, various thinking helps to reveal the meaning of the educational process to primary school teachers and choose the form, according to the content of lessons, as well as their network.

Ensuring the beauty, charm, consistency, consistency and elegance of primary education, showing the beauty, charm, consistency and elegance of the lessons, showing the beauty, charm, consistency and elegance of primary education, showing the beauty, consistency of primary education, and the teacher's skill depends on the knowledge and component approach.

By dealing with issues and problems, students are developing, independence, positive qualities such as freedom, pursuit, hardship, and as a result, the child is personally brought up. They get acquainted with the life, production practice of their city, producer, people's work.

In modern teaching, the main task of the teacher is to help the reader to independently master knowledge, not to provide readiness. To do this, students need to organize the educational

process to complete their ability and opportunities and to use all their efforts to learn all their efforts. In this case, we use ways to find solutions and solutions to tasks in the subjects taught in primary school.

Below we will provide examples from the introduction of primary education in the Integration of Primary Education in the example of primary education.

Read the text and find a title to it.

In the desert, various animals were in herd. They were very difficult to thirsty without finding water. They wanted to dig a well. The lion first started working. He is quickly tired. The second is the elephant work. He was also tired quickly. The turn came to the giraffe, wolf and fox. Soon, they were also exhausted. The end of the work was entered into the work. He had danged with his thin hoofs, and finally made water. All animals were happy.

By reading this text, students themselves can think of several headers with them. At the same time, each reader explains the purpose of the title he has set forthcoming this title, the reader develops the students' abilities.

Students can text the text as follows and explain it.

1. Initially, the first student tells the concept and knowledge: "We can communicate to text, water obi life, because we can understand that all animals in the desert are difficult to suffer from infirmity. If there watered the animals would not have difficulty".

In this case, we will be able to explain deeper to students based on the content of the water that all living souls in nature, the source of life in nature, and the source of natural science.

2. Then the second reader reads his understanding and writing: With this we can say that we are saving, the Savior".

Based on the title of the second reader and the comments mentioned, we can consider text in the context of the science. We can shape positive qualities of friendship, and the concept of salvation from the concept of friendship, and doing a goodness of salvation here.

3. And we can say "Texten to the text and work with wisdom. King Sher of the water lion, the most huge animal verb and all other animals were unable to do. Although it is small and weak, he can express his opinion, using his mind and hoofs."

From the mentioned points and the title, we can say that our student contributed to enriching the contents of the technology. The reason is that teaching students are taught in the field of technology, mental tasks, such as the rules of tasks, and safety of the case, and the correct use of tools. In the text, the text shows that in the mining of the water, using its mind and digging the land with thin hoofs and producing water.

This means that we can learn when the causes of these three titles were analyzed when we are analyzed on the content of three subjects in primary education and improve and develop existing. All students in the class understand that any assignment, the problem and the integration of the question on the integration of sciences.

After doing such exercises, assignments, and questions, will command students to conclude. Students concluded that very many questions, problems, and several solutions can be found in a variety of ways.

This, in turn, shows that we can improve the quality of education, improve the quality of education and develop the skills of students to observe obstruction.

CONCLUSIONS AND SUGGESTIONS

As long as it applies to any assignment, the problem, which is belonging to the problem, we can find a few solutions to the Allebat. In finding a few solutions to the problem, students can observe thought, observation, observation, and increase their knowledge and develop. From this we can come to conclus, we need to use divergent thinking in the educational process. We need to focus on independent thinking in the teaching, divorcing of ideas.

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