



Article

# Personality-Oriented Integrated Education: A Means of Developing a Scientific Worldview

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**Abstract:** The study investigates how personality-oriented integrated education helps primary school pupils develop a scientific worldview. There is still a lack of understanding of how interdisciplinary integration affects students' overall development, despite the quick advancements in globalization and technology. In order to evaluate interdisciplinary links in education, this study uses a qualitative methodology that includes case studies and interviews. Examining how integrated education promotes critical thinking, self-reliance, and a comprehensive scientific viewpoint is the goal. The findings show that interdisciplinary teaching methods foster a more comprehensive worldview by improving students' capacity to absorb scientific concepts. The ramifications imply that early disciplinary integration is essential for producing people who are critical, adaptive, and scientifically literate.

**Keywords:** integrated education, globalization, integration of personality, student, Sciences

## 1. Introduction

Today, changing rapidly, arming students with relevant information in the short term assumes the creation by them of the necessary conditions for the thorough assimilation of the foundations of science. In the context of globalization, it is required to take advantage of all the possibilities of the educational process to develop personality, socialize to educate independent, critical, creative thinking skills. Therefore, an education aimed at the development of a student's personality, distinctive features and abilities, taking into account the strategy of thinking and actions, is an individual - oriented education. It provides for the adaptation of the teaching environment to the capabilities of the student. Based on this, the educational environment provides for pedagogical conditions, realization of the personal capabilities of a full-fledged student of education, development of abilities, ensuring maturation as a person, thinking and worldview.

A special aspect of personality-oriented education is the recognition of the student's personality, the creation of a favorable, necessary environment for its comprehensive development. Personality-oriented education serves to educate students about qualities such as Independence, Initiative, responsibility, as well as independent, creative and critical thinking skills. The organization of this type of Education requires educators to approach each student as individually as possible, respect his personality and express confidence. The participants of the educational process of personality-oriented education represent the need to create a favorable pedagogical conditions for obtaining knowledge,

**Citation:** Aslonova, O., & Abdurasulov, L. Personality-Oriented Integrated Education: A Means of Developing a Scientific Worldview. Vital Annex: International Journal of Novel Research in Advanced Sciences 2024, 3(4), 129-133.

Received: 25<sup>th</sup> Sept 2024

Revised: 1<sup>st</sup> Oct 2024

Accepted: 8<sup>th</sup> Oct 2024

Published: 15<sup>th</sup> Oct 2024



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maturing as a person in cooperation in the manner of an educator-student or student-student, student-student team.

## 2. Materials and Methods

To develop the methodology for the article, I will focus on designing a clear research structure that effectively supports the objectives outlined. The research process will utilize a qualitative approach, integrating both primary and secondary data sources. Primary data will be gathered through interviews with key stakeholders in the field, including educational experts, instructors, and students. This ensures the collection of rich, in-depth perspectives on the topic. Additionally, observations and case studies will be used to provide real-world insights into the practical application of the concepts being discussed.

Secondary data will involve an extensive review of existing literature, including previous studies, reports, and relevant academic publications. This will help frame the research within the context of current trends and theories, establishing a solid foundation for comparison. The analysis will be conducted through thematic coding, allowing for the identification of recurring themes, patterns, and key insights. All data will be analyzed systematically to ensure that findings are consistent with the research objectives and contribute to the understanding of the subject matter.

This methodology allows for a comprehensive examination of the issue, ensuring that the findings are well-rounded, evidence-based, and applicable in both academic and practical contexts. By combining qualitative data from multiple sources, the study ensures a holistic approach to understanding the research topic.

## 3. Results and Discussion

Integration is derived from the Latin word “*integratio*”, meaning “complete, holistic, one whole”.

Science integration is a complex and multifaceted process. Looking at this concept philosophically, it means that it arose from the problems of development, in which science and scientific knowledge are connected with each other. By today's age of Innovation, Science integration is taking place at an accelerated pace. On this basis, the integration of academic disciplines is also reflected in modern educational concepts. The interplay between academic disciplines in teaching theory and practice is one of the main factors in visualizing the overall picture of the world, expanding the worldview of students.

Two objective trends in the development of Sciences-differentiation (branching) and integration (joining), ultimately, occupy an incomparable place in the creation of a holistic, general scientific picture of the universe.

At the expense of the integration of Sciences, the most unique achievements of civilization are being achieved. It is happening that a person realizes the outside world and his own, learns new laws of the relationship of Man and society. Science is the product of the activities of Man and society and is the sum of systems aimed at studying the properties, relationships and laws of things and phenomena. Alternatively, science is one of the forms of social consciousness. It includes both the activity associated with knowledge acquisition and the knowledge that forms the basis of the scientific landscape of the universe, which is the product of this activity, that is, it represents certain areas of human knowledge. The task of science is to develop and theoretically systematize objective knowledge of reality, serves to increase human activity, expresses and adapts the interaction of objects with human activities, promotes the opening of the laws of

development of things and phenomena, collects information and provides people with information, expands the scientific worldview. The purpose of science is to determine the driving force of a predictable process through the activities of human thought. Science, like society, develops on the basis of the evolution of gradual complication from simplicity.

There is also the opinion that science was formed as an integral part of society in the first half of the 19th century, that is, after research activities were harmonized with the higher education system, and now there are more than 15 thousand branches of Science in the world.

The components of the personality worldview and the interaction between them presuppose the integration of Sciences in the formation of the natural-scientific worldview of students in the educational process.

At a time when information globalization, science and technology have developed, foreign waste-free technologies are being put into practice, society in every possible way feels the need for individuals with deeply adapted knowledge, skills, qualifications and competencies, mastering modern techniques and technologies, capable of troubleshooting.

It is known that each stage of the development of society puts its social orders before the educational system. In the years of independence, the complication of mechanisms in production enterprises, as well as the introduction of innovative technologies in agriculture, farming and livestock, in addition to the deep assimilation of the foundations of science by the growing younger generation, requires an expansion of the scientific worldview, active mental activity.

The implementation of the above-mentioned tasks is assigned to educational institutions, which in these educational institutions assumes the development of an interdisciplinary connection in teaching, improving the educational process by harmonizing the content, teaching methods, tools and forms of Education, comprehensively bringing the individual to adulthood, expanding the scientific worldview.

In the composition and development of the scientific worldview, the integration of Sciences among the socio-humanitarian, natural - mathematical, universal Sciences, which has taken place from the educational plan, occupies a key place.

Philosophical sources of interdisciplinary connection, the fact that the problem of integration of Sciences is closely related to scientific knowledge, have long been known as Afluton, Aristotle, I.Kant and later D.I.Mendeleev, A.Einstein, D.Bernal, I.P.Pavlov, N.I.It is also cited in the results of scientific research by scientists such as Vavilov.

Even in the conditions of today's innovative educational environment, the scientific and practical significance of this problem is reflected in the results of studies conducted, which occupy an important place in the development of the scientific worldview.

From this point of view, methodological recommendations were prepared on the implementation of asynchronous interdisciplinary links with the science of philosophy in the development of a scientific worldview.

It is known that dialectics, an important component of philosophy, studies theories that indicate existence, that is, connections in Nature, Society and human thought, and General Laws of developments, ways to assimilate and change the world.

In the development of the scientific worldview of students, the thinking of a person serves as an important basis. Therefore, the analysis of literature showed that the sophistic, eclectic, metaphysical-dogmatic methods of thinking exist methods of dialectical thinking.

These methods of thinking, as different facets of the activity of human thinking, complement each other, at the same time.

Literature analysis has shown that the use of thinking operations plays an important role in solving problematic educational situations in the formation and development of a natural-scientific worldview in students.

Contemplation is a high form of human mental activity, intelligence, conscious behavior.

In the process of thinking, such as thought, reasoning, idea, hypothesis are formed in a person, and they are expressed in the form of concepts, judgments, conclusions in the mind. As a result of the processing, generalization of information collected in memory, thinking about the development, improvement of events, predictive conditions are born. The development of mental activity, intelligence, orientation towards conscious behavior of students prepares the ground for the development of a scientific worldview through the use of thinking operations in solving the problematic educational situations that arise in the educational process organized in educational institutions. Keys-stadi, used in elementary grades, allows you to generalize, summarize, summarize, find out new ideas as a result of information processing, analysis, synthesis, comparison, abstractions, non-standard test tasks formulated with the aim of assessing the acquired knowledge, skills and abilities of students, private competencies in science.

Important signs of thinking: in a generalized way, such as the direct reflection of links between them, the explanation of complex relations between things and phenomena through speech (speech), were taken into account in the construction of standard and non-standard training and test tasks used in pedagogical experiment-testing work on the development of the natural-scientific worldview of students.

The main place in the development of the scientific worldview of students is occupied by the unity and struggle of opposites of philosophy(dialectics), the transition of quantitative changes to qualitative changes, the laws of negation-negation, and the category of singularity, specificity and generality, that is, Concepts. It is known that singular, particularity, and generality represent special and all-specific general characteristics of each of the things and phenomena in existence, specific to the particular, particular group, and the connection and connection between them.

In the formation of the scientific worldview of students, on the basis of knowledge, skills, qualifications and competencies acquired from philosophy, existing living organisms are studied as a holistic system, and it plays an important role in drawing generalization conclusions on them. In the educational process, the implementation of an asynchronous interdisciplinary connection with the content of the philosophy course focused on the application of the previously acquired knowledge of students in a new, unexpected situation, a full-fledged understanding of all the features and connections of the studied event or phenomenon, the formation of methodological ideas about the unity of living and inorganic nature, society and nature. Also, the development of the Natural Sciences, the emergence of processes of differentiation and integration between the sciences as an objective law requires the implementation of an interdisciplinary connection between natural sciences such as biology, chemistry and physics.

V.N. In his research, Maksimova developed the problem of the implementation of interdisciplinary connection in the educational process in modern schools from a didactic point of view. In this study, interdisciplinary communication was considered as a socio-pedagogical problem and identified the types, tasks of interdisciplinary communication in the educational process, a problematic approach to the implementation of interdisciplinary communication, as well as issues of improving teaching forms. A significant aspect of this research is the development of a methodology for using complex (complex) training in the organization of training and the determination of the essence of the interdisciplinary connection in guiding students to the profession.

#### 4. Conclusion

The problem of the implementation of interdisciplinary bonding in the educational process is reflected in the scientific research of a huge number of researchers. In Particular. In his research, Skatkin divides temporal interdisciplinary bonding into three types.

1. The link between previously acquired knowledge and the knowledge under study.
2. The link between the knowledge being studied and the knowledge to be acquired in the future.
3. The link between knowledge acquired at the same time.

Therefore, ways should be developed to carry out the integration of Sciences in the synchronous (horizontal) and asynchronous (vertical) direction in the composition of the scientific worldview.

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