



ORGANIZING INTEGRATED EDUCATION IN PRE-SCHOOL EDUCATION BY FOREIGN LANGUAGES

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ABSTRACT	KEYWORDS
Integrated education aimed at the formation of creative activity requires the goal, task, content, form, methods and tools, as well as the result, to be integrated in the implementation of this process, and the creation of interrelationship and dependence between all structural bases of the creative process.	Integrated education, axiological approach, active approach, complex approach, Eurological education.

Introduction

Integrated education aimed at the formation of creative activity requires the goal, task, content, form, methods and tools, as well as the result, to be integrated in the implementation of this process, and the creation of interrelationship and dependence between all structural bases of the creative process.

Integrated education aimed at the formation of creative activity in children of preschool age combines with the following aspects:

- 1) formation of initial comprehensive generalizations about the world in the child's mind, determination of a creative approach to life skills in children;
- 2) ensuring that creative activity is harmonious both in terms of content and form;
- 3) to enrich the internal and external harmony of educational content oriented to creative activity in horizontal and vertical directions;
- 4) interaction of forms, methods and means of organizing creative activity consider suitability;
- 5) embodying classes and types of activities directed at creative activity;
- 6) expanding the possibilities of a modular approach (a combination of cognitive, practical and creative spheres) in the organization of children's creative activities. The axiological approach to integrated education is reflected in the following:
 - forming the foundations of the child's valuable attitude to the environment and to himself;
 - acquisition of simple cultural methods of activity;
 - formation of interpersonal relations with adults and other children in accordance with cultural standards of communication.

The axiological approach to the integrated education of preschool children reflects the formation of a valuable attitude to the environment based on the understanding of the overall image of the world and the understanding and design of the overall image of the environment based on values; to teach a holistic system of values in order to form valuable relationships, valuable norms (toward people

around, to oneself, various types of activities, works of art, adult work, etc.), valuable qualities (kindness, sympathy, orderliness, etc.).

An active approach to integrated education is reflected in the manifestation of the following signs: the main attention is paid to the organization of various types of children's activities; the educator participates not only as a provider of a defined set of knowledge, but also as an organizer of the pedagogical process; knowledge material is used not as a goal of education, but as a means of mastering activities; skills are formed by acquiring interrelated knowledge about the surrounding life; - holistic formation of pre-school children's perceptions of objects and events in the world, logical connection between objects, objects and their parts

effective in presentation;

- the need to check their quality by strengthening and applying knowledge in cognitive activities;
- ensuring the integrity of emotional and rational events in the cognitive processes of children of preschool age;
- application of research methods in the process of knowing as a method of acquiring knowledge;
- creation of creative pedagogical processes for the acquisition of knowledge, skills and abilities in accordance with the child's capabilities and needs.

A comprehensive approach is a special case of integrated education, manifested in the use of interrelated types of art and children's artistic-aesthetic activities in integrated education, and takes into account the following:

- the interaction of art and the general - creating the integrity of the pictorial-artistic nature of art;
- use of art therapy in creative activity;
- ensuring interdependence of imagination, imagination and mind;
- to gradually develop creative qualities (curiosity, sensitivity, emotional direction, "immersion" in imagination, richness of imagination).

The next group of approaches based on the concept of integrated education defines its structural features: systemic, functional-structural and technological approach.

Integrated education is carried out in accordance with the requirements of the structural (linear) approach, which indicates the need for the systematic formation of the knowledge of children of preschool age, that creative knowledge can have a personal description and purposefully serve the formation of creative qualities in a child only when it is carried out on this basis.

Functionally structured from a structural (linear) approach

approach allows integrated education to be viewed as a whole defined by functionally comparing each of its components with others through meaningful relationships and interdependence. The technological approach to the formation of children's creative activity is to clarify the goals and tasks that guarantee the achievement of the expected result, to rationalize the forms, methods and tools of education and training.

represents the pedagogical process system based on choice.

The implementation of a technological approach to the formation of creative activity in older preschool children requires the foundation of education based on personal-humanitarianism:

- 1) selection of educational materials for the development of creativity in children;
- 2) analyzing the processes of organizing creative activity, taking into account the individual psychological characteristics of children;
- 3) pedagogue's activity is oriented towards humanity;

- 4) regular monitoring of the child's creative activity;
- 5) effective use of dialogic education methods;
- 6) organization of children's independent creative activities;
- 7) creation of a creative educational environment

Summarizing the above points, it is necessary to take into account the age characteristics of students and the influence of society on the basis of the integration of activities and activities in the formation of the creative activity of older preschool children, to develop a creative educational environment in preschool educational organizations, and to directly take into account the variety of types and forms of cooperative activities in order to develop social intelligence in children. is enough. Creative activity in children is naturally connected with research activity, and it is in harmony with the individual-psychological characteristics of children of preschool age.

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