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Features of integration of the subject "Self-cognition" in the learning process

Development and education of creative personality of students are one of the most actual problems today.

A creative person is a person who shows interest and abilities, shows activity. Creativity is a person's desire to know himself in reality. In order to find the right way in life, you need to learn how to think correctly, to make informed, reasoned decisions on your own. Development of abilities of the person and prevention of their extinction, his spiritual forces are the most important purpose of education.

Scientists confirm the idea of innate and system-forming nature of the creative talent. As a result of the impact of the environment, education and development, the nature of the creative personality formation of the student is obvious. Scientific research and observations conducted on spiritual growth and personal development, show interest in activities, increase motivation, formed the necessary skills.

In the creative personality formation of the student, many scientists associate the development of imagination with general psychological development. For familiarizing students to creative work, increase their activity, interest, development of imagination, abilities in the lessons and after school hours, interdisciplinary communication can use various methods and techniques.

There is enrichment of the creative personality of the student through such works. Everyone transmits his imagination, the ability to independently influence the competition. In the formation of the creative personality of the student any subject of primary school arouses interest to the lesson, develops his desire. The formation of

the worldview of primary school students is one of the main ways of strengthening interdisciplinary ties.

Therefore, studying the above-mentioned issues, we turned to the main issue of our research work with the definition of the features of the formation of interdisciplinary integration in the process of teaching the subject of self-knowledge.

For the first time, with the obligatory implementation of interdisciplinary connections, it is possible to ensure the strength of the knowledge provided to the student as A. Komensky said.

In recent years, scientists and methodologists of Kazakhstan, as one of the ways of students development, have contributed to the study of interdisciplinary relations [1; 2; 3; 4]. In the course of interdisciplinary communication there were developed and created conditions for the development of pedagogical situations, the development of students ' mental network, in-depth learning of concepts, improving the ability to save thoughts.

Taking into account these teachers, already at the stage of competent disclosure in primary classes, its results are used not only in teaching the alphabet, but also in the lessons of acquaintance with the surrounding world. In order to increase students ' interest in the subject, it is important to create problematic conditions for classes. With the help of solving the problem the student strengthens thinking and learns to solve any problem. In primary school, there are ways of forming the creative personality of the student, as a binder of nature and labor discipline. Students can not only notice the types of works from everyday life, but also understand the natural phenomena when they begin to engage in simple types of work.

Today, the integration of science raises the question of creating an educational process on the basis of interdisciplinary connections. Means to implement these tasks, political and economic, social documents, the most common literature, encyclopedic reference books and dictionaries for each field of science are needed. Therefore, in the process of learning interdisciplinary articles are published in the textbook as a chrestomathy. The teacher often offers literature to the students who want to learn their subject. It is also used to compile a report on a specific topic.

The content of the subject Self-knowledge is inextricably linked with all spheres of science, including the study of the relationship of human phenomena, nature, society, the formation of a holistic attitude to their world, education of a fully developed personality [5].

This contributes to the development of knowledge, cognitive abilities, aesthetic taste, enrichment of moral qualities of students.

In the learning process it is necessary to carry out interdisciplinary communication for the development of knowledge and skills of children, cognitive abilities. This contributes to the reflection of the concepts of the lack of clear boundaries between different areas of science and the close relationship between them, as well as the integrity, the relationship of natural phenomena in the formation of the scientific worldview. This ensures the continuity of the transition of the child from one subject to other disciplines without stopping at admission to the same discipline [6].

According to teachers, the most common ways of interdisciplinary communication are: conversations, travel, experience, the use of technical means, the use of visual aids, the preparation and solution of cognitive tasks, practical work, etc.

As a result of the research work based on the analysis of new training programs, we have created a schedule, which is a sketch of the educational process. It reflects the content and volume of educational activities of students, taking into account interdisciplinary communication for a certain period of time. Then a contextual analysis of textbooks and teaching aids for schoolchildren was carried out. As a result, we found out that subject teachers have great opportunities to carry out interdisciplinary communication and give a significant result.

Currently, in general, the increase of students ' interest in knowledge and its comprehensive development involves the transfer of the subject of self-knowledge through interdisciplinary communication of the foundations of other sciences. Therefore, especially in secondary schools, the implementation of interdisciplinary communication with students, will allow the younger generation to fully master the education system, integrated with the basics of science. These materials that have

passed the statistical processing using the method of sengtiane obtained with the help of supporting techniques that allow us to develop and implement programs to improve the preparation of teachers to use interdisciplinary connections. This also makes it possible to make the extensive use of the existing school teachers in improving their professional skills.

In conclusion, we can say that the problem of spiritual and moral formation of a personality manifests its importance in several aspects. First, from the point of view of the formation of the worldview of the new world era, the circumstances of the time are characterized by globalization and the unity that do not have a single value of cultures, social and economic systems, the arrival of spiritual exhaustion and spiritual vacuum. Secondly, the spiritual and moral formation of the individual generates the need to revise the system of values in the new socio-cultural details of independent Kazakhstan, including leading to spiritual origins, moral norms and morality of the individual and the moral nature of the economic and socio-political activities of a person.

Thus, there is a full reason to believe that in the process of learning the subject "Self-knowledge", integrating with other sciences, the priority of spiritual and moral education of the individual and the formation of universal values occupies a big place.

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