INTEGRATION OF METHODOLOGY AND INFORMATICS SCIENCES IN TEACHING HISTORY

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Abstract: *At the same time, it is difficult to imagine the development of any industry without ICT. Therefore, during the last quarter of a century, the issue of ensuring the integration of "education-ICT" on the international scale is gaining special relevance. The article talks about the importance of pedagogues' theoretical and practical knowledge in this field and the interaction of methodology and informatics in the development of competencies related to the effective use of ICT among students.*

Keywords: *information and communication technologies, education, integration, quality of education, methodology.*

The fact that ICT, which is an effective tool of modern education, is required to be used equally in the teaching of concrete, natural and social sciences brings to the agenda the need for pedagogues of all subjects working in HEIs to acquire not only methodical, but also knowledge of the basics of informatics. The integration of methodology and informatics is of great importance.

According to the dictionary meaning, the concept of "integration" or "integration" is derived from the Latin word "Integration" and "integre" means a whole, a whole; Integration means to develop in an interconnected manner, to combine into a whole, to make a whole. Integration is the process of combining different parts and elements into a whole. Integration processes can be in organized systems - in this case, they increase the level of integrity and the level of organization of the system.

Although the concept of "integration" was first used in pedagogy in the 80s of the 20th century in connection with the large-scale development of various processes and spheres of social life, the basis for it was the American scientist John Dewey, Russian researchers S.T. Shatsky, in the 20s of the 20th century. There was a system of complex problems put forward by S. L. Rubinstein. The application of the integrated approach system in educational practice, reflecting the category of problems, was introduced in the form of "Labor Schools". The integrated approach reflected the idea of creating an integration of knowledge from different educational disciplines in solving a single problem. As a result, the initial formation of educational subjects.

However, due to strong opposition to this system, its use in the education system was discontinued in 1931[1].

In the 80s of the last century, the development of social spheres reached a new stage rise, the development of new types of fields of knowledge created the need to restore the integration between academic subjects in pedagogical practice. At the same time, the integration between academic subjects in the educational system serves two important

purposes. That is, integration "first, creates a holistic perception of existence and environment in learners, and secondly, allows to find a common platform that provides convergence of the existing knowledge acquired in educational subjects"[2]. In addition, with the help of integration, "learners' knowledge is eliminated from becoming fragmented and mixed-up" [3]. In short, integration as a pedagogical phenomenon "aiming at the goal of improving the quality of education, effectively transferring knowledge from one point of the world to another point of view, creating a single global educational environment"[4] is "the integration of different knowledge, methods and types of activities." , the process and result representing their interrelationship and synthesis" [5]. As a future teacher of history in modern conditions, students' adequate awareness of the basics of informatics during higher education creates the necessary conditions for them to be able to use ICT effectively in the teaching process. The integration of methodology and informatics helps the students to easily, conveniently and systematically absorb a large amount of digital and textual educational information in a visual form. As a future teacher at a higher education institution operating in the field of pedagogy, it is important for students to effectively use ICT in education within the subject "Methodology of teaching history", and to work based on the functional and didactic capabilities of these technologies in practice.

As a future teacher of history, the purposeful, appropriate and successful use of the functional, didactic possibilities of ICT by the students ensures the interestingness of the lessons, increases the learning activity of the students, and determines the interactive relationship between the pedagogue and the learner.

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