



CHARACTERISTICS OF INTEGRATED TEACHING IN PRIMARY SCHOOLS

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Abstract:

In this article discussed that, importance of interdisciplinary integration, some of the requirements and conditions for the introduction of integrated education in the primary grades, and described in detail the general features of the integrated course.

Keywords: Integration, interdisciplinary integration, educational effectiveness, primary education, integration lessons.

Introduction

In recent years, the problem of forming modern educational methods in the education of the new generation, based on our national and spiritual values, which are the product of the intelligence of our ancestors, and which combine the advanced achievements of world science and culture, has arisen in the education system. A well-rounded generation is the basis of the development of society. Therefore, in our country, the education of a physically and spiritually well-rounded generation has risen to the level of state policy.

The Law "On Education", the "National Strategy for Personnel Training", the Law "On the Fundamentals of State Policy on Youth in the Republic of Uzbekistan", the "State National Program for the Development of School Education", the "State Program for Modernizing the Content of the Continuing Education System and Raising the Efficiency of Education to a New Qualitative Level in 2008-2012", the Action Strategy for the Development of the Republic of Uzbekistan in 2017-2021 and other regulatory documents set out the tasks of reforming the continuing education system, which is a foundation for the successful implementation of working with students in the educational process and shaping them as a harmonious generation at the state level.

MATERIAL AND METHODS

Because, the opinion of the President of our country Sh. Mirziyoyev that “we consider it our primary task to improve the activities of all parts of the education and upbringing system based on the requirements of today’s times” is of great importance. As educational practice shows, the establishment of interdisciplinary connections in school education is a vivid expression of the integration processes taking place in science and society today. This connection plays an important role in the conscious assimilation of knowledge by students, the development of a holistic view of the world, and the improvement of their practical and scientific-methodical training. Such training allows graduates of general secondary education to freely apply the knowledge, skills and qualifications acquired in the classroom and in extracurricular activities, in production, and in general in any activity.

Scientific achievements and their role in people's lives cannot but affect the content and structure of school education in developed countries.

As a result of the reforms carried out in the education sector in our country, teaching hours have been sharply reduced, and the content of educational materials has been modernized. As a result of the reduction in teaching hours in various subjects and the scientific complexity of the content of educational materials, the demands placed on students have increased, and some declines in education are being observed.

Such declines in the assimilation of educational materials by students cannot but affect the intellectual development of the younger generation. This situation requires teachers to teach students to study various phenomena based on connections within one subject. Studying natural phenomena, their structure, essence and functions, and laws helps to develop such thinking operations in students' thinking as comparison, analysis and synthesis, abstraction, generalization, and inductive and deductive conclusions. The national model of personnel training emphasizes the development of new directions of science related to fundamental and applied research on nature and society, the training of highly qualified, scientifically capable pedagogical personnel, the improvement of their scientific literacy and skills at the level of integration of world science, and on this basis, the renewal of the content of education and upbringing in general secondary schools, the improvement of its quality and effectiveness, and the

improvement of students' theoretical knowledge, practical skills and qualifications in each subject. Raising a well-rounded individual who is free-thinking, creative, and loyal to the ideology of independence of our country requires increasing the effectiveness of primary education. From this perspective, the creation of interdisciplinary relationships and the formation of a system of relationships ensure the solution of promising tasks in education.

RESULTS AND ANALYSIS

Although the development of the theory of interdisciplinary communication is characterized by a differentiated situation, in practice, integration and interdependence further increase the social significance of science. In recent years, scientific research devoted to solving the problems of interdisciplinary communication is a requirement of social life. In primary school, the teacher himself performs the role of the link implementing integration. He teaches children mathematics, writing, many elementary concepts of nature and much more. He does this work to the best of his ability and capabilities. We can even consider teaching by one teacher in primary grades as a method of integration. Methods of implementing integration can be good or bad, the essence of the problem is to turn away from one of the methods and introduce the other, taking into account the age characteristics of teachers at all levels (psychological and physiological). This formulation of the problem shows that integration has different characteristics at different levels of education. In primary school, it is appropriate to view integration on the basis of combining relatively close subjects. From the next stages of education, it tries to combine the boundaries of the main subjects. Components of pedagogical skills:

Speech skills; clear expression of understandable and expressive thoughts and feelings in words; mimicry and pantomime; meaningful look; emotional mental state; mood or ironic smile; clear gesture; encouraging attitude; creative seriousness.

It is appropriate to link pedagogical skills with pedagogical technologies. In organizing the educational process with pedagogical technologies, not only an increase in student interest, an increase in the quality of learning, but also the effectiveness of feedback, that is, reflection, is observed.

Specific features of pedagogical technology. Until the emergence of pedagogical technology, a sufficiently effective design rule for the educational process was not developed within the framework of the education system. The peculiarity of pedagogical technology is that it designs and implements the educational process in such a way as to guarantee the achievement of educational goals. Today, that is, at the current modern stage of education, the teacher's work system is radically changing, and pedagogical technologies, integrations, and innovations are widely used in practice. In conditions where interdisciplinary communication is ensured, along with the effective development of students' acquired knowledge, their cognitive abilities, activity, interests, and mental intellectual capabilities are achieved. Interdisciplinary communication should be understood as a didactic opportunity that ensures the proportionality of curricula and textbooks in different academic disciplines.

The word "integration" comes from the Latin word *integratio* - to complete, to complete, "integer" - the whole.

The concept of integration is interpreted as the following two processes: firstly, the concept of the state of connection of the separately differentiated parts and functions of the system, organism, and the process leading to this state; secondly, the process of bringing together disciplines, which is carried out along with the processes of differentiation.

Genetically, integration is a form of content and a higher level of content that complements, expands and deepens the content of educational subjects, synthesizing them at least at the level of educational standards. Because each lower level of intersubject connectivity is established between certain didactic units within the framework of the studied subjects and involves coordinating the content and terms of their study, in contrast, an educational subject organized on the basis of integrative connectivity or an integrated system of studied subjects, phenomena or processes requires a comprehensive interpretation of their connections and relationships in the form of a holistic system.

This, in turn, allows the formation of a mature individual who meets the current and future requirements, thinks independently and creatively. After all, it requires students to perform not only analysis and synthesis operations, but also higher-level thinking operations such as abstraction, algorithmization, categorization, representation using conditional symbols, determination of cause-and-effect

relationships, analysis, synthesis, systematization, modeling. These operations are carried out by isolating (stratifying) all the important aspects and characteristics of the object under study, understanding its essence and content, and generalizing them. Therefore, integration always develops based on its other side, differentiation, or vice versa.

Pedagogical scientists and practitioners recommend studying the issue of integration in the following areas: - integrated study of content within the framework of subjects and disciplines; - integration of the activities of individuals teaching different subjects; - integration of forms of organizing educational work, etc. Each of these areas has its own specific goal, which requires appropriate forms, methods, means and conditions for its implementation. It should also be noted that the intended goal can be achieved only when they are used harmoniously in practice. Integrative relationships are important in creating a holistic system, which is also called internal scientific relationships. The main goal of systematization is to create integrity by organizing internal scientific relationships. The integrity created in this process acquires new qualitative indicators.

The essence of integration is to achieve new levels of cognitive results as a means of theoretical synthesis. The implementation of an integrative approach in the educational process can be carried out with knowledge of the internal and external relations of a system or a holistic object in its current form, the laws of its organization and management. The integrative approach is used to integrate disciplines that are related in content, related, logically interdependent, and mutually deepen and expand, and involves the formation of a coherent, logically complete set of knowledge, methods of action and personal qualities.

If in the 19th and 20th centuries, scientists such as A. Gerd, D. Kaygarodov, and A. Pavlov in world pedagogy expressed their views on the organization of primary schools, where understanding the world is carried out through the formation of holistic concepts about animate and inanimate objects, and the effective conduct of the student's cognitive activity, then the views of I. Comenius, D. Locke, M. Pestalozzi, and K. Ushinsky were based on the idea that the same educational effectiveness could be achieved through interdisciplinary communication. This view was significantly improved by the last decades of the 20th century in the works of S. Baranova, N. Talizina, M. Lvov, N. Svetlovskaya, and E. Koladin. Ways, methods and means of achieving educational effectiveness based on the



interrelation of interdisciplinary and subject-specific concepts in primary education were extensively studied by Russian scientists N. Druzhinina, T. Nazarova, I. Blinova, R. Matyushova until the end of the 20th century.

By the 21st century, special attention is being paid to the problem of integrating the content of education - the systematic integration of education, coherence, and mutual embodiment - based on inter-disciplinary communication, or explaining their essence to the student within related topics.

The reason why the problem of integrated education is currently receiving serious attention in primary education is explained by professors R. Mavlonova and N. Rahmonkulova in their textbooks “Integrated Pedagogy of Primary Education” (2009), “Pedagogy of Primary Education, Innovation and Integration” (2013): “Integration between subjects does not deny the system of subjects, but is based on an approach aimed at deepening the connections and connections between subjects - an understanding of the relationship between differentiation and integration... Integration, aimed at combining elements and parts of different subjects into a single whole, is not a transfer of knowledge from one subject to another or an exchange of activities, but a process of creating new didactic equivalents reflecting the directions of integration of subjects [1].

In primary grades, the child should be taught to use simple, easy, time-saving game exercises, small-scale role-playing games, and lessons. Lessons that are more connected to the environment, travel lessons, and excursions to nature museums also develop children's minds, worldviews, free thinking, expressive abilities, and independent work skills.

When studying each lesson topic, it is necessary to describe its own technology, methods and tools, and also to achieve high results in the learning process, it is necessary to plan the sequence of the lesson in advance. The teacher should choose technologies depending on the specific aspects of the subject, learning processes and conditions, students' needs and knowledge levels, and circumstances. The peculiarity of using innovative technologies in the lesson process is that they are implemented through the joint activities of the teacher and students. The teacher's activities include presenting educational materials, increasing students' interest in science, deepening their thinking and forming beliefs, guiding students' independent activities, checking and evaluating their knowledge, skills and qualifications. A primary school teacher should use various tools in a timely and

effective manner when using interactive methods in the educational process. In these cases, the effectiveness of interactive methods depends on the following:

- friendly, sincere organization of the interactive educational process based on general pedagogical requirements, without giving in to emotions and passions;
- thorough preparation and planning by the teacher in advance for the use of a method;
- creation of appropriate situations for the use of this method;
- the individual approach process creates conditions for the student to think independently and freely express his experiences;
- interactive methods can be implemented in various forms.

In conclusion, today the interest and attention paid to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process is increasing day by day. The teacher, directly and indirectly participating in this, performs a management and guiding function in the educational process. Therefore, modern interactive methods and innovative technologies play a significant role in educational institutions.

The effectiveness and success of the use of educational methods depends on how much they help students develop independence and creative activity. The method or pedagogical technology used will be effective if the teacher creates conditions for the student to be independent. Innovative pedagogical technologies and educational methods reflect the image of the teacher, his worldview, psychological and pedagogical, methodological and special scientific training. It is these factors that determine the effectiveness of educational methods.

The experience of foreign education has shown that integrated subjects, which are the basis for the development of knowledge about nature and society, have already been included in the curricula of many countries. In them, the main emphasis is on providing students with knowledge not only on the basis of academic subjects, but also on developing creative thinking skills. A distinctive feature of primary schools in many foreign countries has become education in integrated courses. The goal of the course is to engage the child in conversation with the world, to introduce him to the language of man, nature, society, science, and art; to introduce him not only to the language of people, but also to the language of animals, plants, and the language used by artists, musicians, and scientists... The general appearance of the

world is familiarized through sounds, images, and colors; and the child is put in the position of a learner and examiner of both the world and himself"[1].

The views of scientists mean that the main goal of integrating education is to instill in students from the primary grades a holistic view of nature and society and to form the student's attitude to the laws of their development. However, today there is a discrepancy between the DTS and the curricula. The DTS of primary education includes 10 subjects from the current curriculum, indicating the educational areas of "Mother Language", "Mathematics", "Nature". This situation leads to fragmentation and repetition of topics in the knowledge provided to the student. Repetition and repetitions bore the student and prevent the effective use of time. For example, if we take the annual calendar work plan for grades 1-4, we will witness the repetition and repetition of a number of topics [2]. This repetition mainly occurs at the same time (within a week, on one day). So, by connecting them together, we create an integrated lesson as a result of creating one complex lesson development.

As a result, students will have the opportunity to receive integrated knowledge. The topics "Homeland" from the "Reading" lesson, "Land of Ancestors" from "Etiquette", "Rules of Singing" from "Music", "My Homeland-My Homeland" from "Fine Arts" are studied at the same time. Therefore, if these topics are integrated using cross-subject integration, one lesson will save time and resources.

CONCLUSION

Indeed, as a result of using integrated technology, favorable conditions are created for the implementation of educational goals in pedagogical and psychological terms; general didactic requirements are fulfilled in a coherent manner; the student's time and energy are saved; excessive mental and physical stress is prevented, and educational efficiency increases. Students will have the opportunity to comprehensively and deeply master the necessary skills and competencies, concepts, and knowledge through the integration of subject content.

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