



THE GOALS AND OBJECTIVES OF INTEGRATED CLASSES IN ELEMENTARY SCHOOL TECHNOLOGY CLASSES AND THE IMPORTANCE OF INTERDISCIPLINARY COMMUNICATION

Zhurayeva Dilnoz Rahmidinovna

Bukhara State Pedagogical Institute Teacher of the Department of primary education, Uzbekistan

ABOUT ARTICLE

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Abstract: This article is currently talking a lot about the integration of Primary School Education. This concept is characterized by the perception of the universe around a small schoolboy as a whole, for him not by the name of Natural Science, Russian language, mathematics, reading literacy and other educational sciences, but by the curiosity of the variety of sounds, colors, volumes of objects of the surrounding universe. The teacher feels and knows that students need to be taught to see the connection of nature and everything in everyday life. In the process of passing the subject of technology, the teacher provides education, upbringing, forms some characteristic of students. It is in the process of fulfilling those goals in practice that several disciplines are addressed. Therefore, questions such as whether educational integration meets the current demand, how to organize it, are gaining relevance.

INTRODUCTION

The idea of integration of education began to be discussed in public education along with differentiation and individualization. If the level of preparation for independent work with books, textbooks and other literature, based on the classification of junior school education, and the active formation of interests at junior school age, deepening and clarifying some common concepts that are the objects of learning various subjects as the basis of integration and expandable. The main goal of the integration of education is to form a good perception of nature and society from the primary grade and direct one's attitude to the laws of their development. That is why it is important for a primary school student to see the subject or events from several angles. Mastering basic subjects and teaching intra-

subject and inter-subject connections in understanding the laws of things in the world is the methodological basis of the approach to the integration of education. This can be achieved by returning many times to the concepts of various lessons, deepening and enriching them, identifying important signs that are understandable to this age. Thus, any lesson that is well-formed, structured and conducted, and includes a group of concepts related to this educational subject can be used as a basis for integration.

The main part. The idea of integration of education began to be discussed in public education along with differentiation and individualization. If the level of preparation for independent work with books, textbooks and other literature on the basis of the classification of the primary class and the active formation of interests at the junior school age require deepening, clarifying and can be expanded. The main goal of the integration of education is to form a good perception of nature and society in primary school and to direct one's attitude to the laws of their development. That is why it is important for a primary school student to see objects or events from several angles. Mastering basic subjects and teaching intra-subject and inter-subject connections in understanding the laws of things in the world is the methodological basis of the approach to the integration of education. This can be achieved by returning many times to the concepts of various lessons, deepening and enriching them, identifying important signs that are understandable to this age. Thus, any lesson that is well-formed, structured and conducted, and includes a group of concepts related to this educational subject can be used as a basis for integration.

However, the results of the analysis of concepts related to other subjects and other educational subjects are included in the integrated lesson. For example, concepts such as "winter", "cold", "storm" are considered in the lessons of technology, reading, Russian language, science, music, visual arts. Lessons in which analysis of concepts refers to the knowledge acquired in other educational lessons are considered integrated. In addition to being creative and free, the lesson will have a unique, logically sequential methodology. Many concepts in elementary school, which lay the foundation of general education, are common to science, Russian language, music, visual arts, etc. Currently, it is necessary to develop and test an integrated system of lessons, which is a psychological and methodical basis for establishing connections between common concepts for a number of educational subjects. At the same time, interdisciplinary relations should be taught at the level of the curriculum and provided with the necessary teaching tools. Integrated lessons are an interactive educational system that explores the secrets of creating visual skills based on the deepening and expansion of integrative knowledge. The visual education system is built on the basis of various types, forms, methods, and objects. The goals and tasks of the integration course are described in the school's natural and scientific education system. Methods and means of integration in the integrated (demonstration) network of knowledge: depending on the amount of time at the place of teaching in the educational plan, the time of full mastery of this course, the level of mastery of students is multi-purpose and color- characterized by color. The creation of appropriate mental excitement for students while studying each educational subject greatly helps the acquisition of this material, it helps to remember it quickly, emotional awareness, and the growth of thinking ability. , leads to the development of speech and imagination. Formation of different types of thinking skills in primary school students is the basis of integration. Mastering basic subjects and establishing intra-subject and inter-subject connections in understanding the laws of things in the world is the methodological basis of the approach to the integration of education. This can be achieved by returning many times to the concepts of various lessons, deepening and enriching them, identifying important signs that are understandable to this age. Thus, any lesson that includes a group of concepts

related to this educational subject can be used as a basis for integration. Today, the demands arising from the development of science and huge changes in production are setting new tasks for school education. We see this in the decisions and decrees of our honorable president Sh.M. Mirziyoyev on education. Adopted on February 7, 2017, the task of "The 4th direction of the action strategy is also considered about the educational system" is carried out by the teacher himself. It teaches students about technology, arithmetic, writing, nature and many basic concepts. He does this to the best of his ability. It is desirable to see integration in the primary class based on combining subjects that are relatively close to each other. At the next stages of education, he tries to combine the boundaries of basic sciences. It is necessary to take into account the presence of positive and negative factors in the integration of primary education. These factors determine the methods of integration. According to our scientists, integration is one of the didactic principles and takes the leading place among them. Such a concept creates the need to once again consider the issue of integration in the educational system, the issue of interdisciplinary coherence and connection. Integration into the education system is one of the main tools for solving educational and educational tasks between the school and the public. Integrated lessons teach children to naturally understand the unity of their worldview, the coherence of events. Integration is the convergence and connection of disciplines during the differential process. The process of integration is a stage of connecting the communication between disciplines in a new, high quality, and manifests itself in a high way. It should be noted that the foundations of the integration process are based on folk pedagogy and scientific pedagogy. Integration is interdisciplinarity. The foundations of interdisciplinarity emerged from the need to show and explain nature in its entirety in textbooks. The great didactician John Amos Comenius said: "Everything related to each other should be studied as such." Later, many pedagogues approached the idea of interdisciplinarity and contributed to its development and generalization. According to the idea of D. Locke: "In determining the content of education, one subject should be supplemented with elements and facts of other subjects." Pestalossi emphasizes that it is even dangerous for one science to distance itself from another. Bulgarian scientists have created an integrated course for 10-12-year-old children, including natural and scientific knowledge. In the senior classes of US high schools, "Earth studies" is included, which includes physics, chemistry, geography, geology, crystallography, soil science, paleontology, and the like. In Czechoslovakia, such a generalizing integrated course called "Civic Education" was included in the senior classes. In primary education, the role of the integrating link is performed by the teacher himself. It teaches children arithmetic, writing, nature and many basic concepts. He does this to the best of his ability. It is desirable to see integration in primary education on the basis of combining subjects that are relatively close to each other. At the next stages of education, he tries to combine the boundaries of basic sciences. It is necessary to take into account the presence of positive and negative factors in the integration of primary education. These factors determine the methods of integration. Y.M. Kolegin and O.L. Aleksenko point out the negative factors of integration: the limited number of educational subjects - the content of the large amount of acquired knowledge can be supplemented by reflecting the real view of the world, the interdependence of its parts. The need to develop very important reading, writing and numeracy skills. It seems like these things require separate teaching. But the traditional experience of teaching reading and mathematics also testifies to the wide integration possibilities. In this case, reading as a science includes not only literary texts, but also materials on history and natural science. It includes mathematics, arithmetic, algebraic and geometric materials. Such integration does not prevent the formation of important skills, but rather guarantees their formation. The main goal of integrating education is to lay the foundations of a good idea of nature and society in elementary school and to form

their relationship to the laws of their development. That is why it is important for a junior school student to see the subject or the phenomena of reality from several angles: logically and emotionally, in a work of art and popular scientific article, from the point of view of a biologist, a wordsmith, an artist, a musician, etc. Mastering basic subjects and establishing intra-subject and inter-subject connections in understanding the laws of things in the world is the methodological basis of the approach to the integration of education. This can be achieved by returning to the concepts of various lessons many times, deepening and enriching them, identifying important signs that are understandable to this age. The relevant group of concepts can be used as a basis for the integration of any lesson. For example, concepts such as "winter", "cold", "storm" are considered in the lessons of reading, Russian language, science, music, visual arts. The analysis of concepts is integrated in the lessons that refer to the knowledge acquired in other educational lessons. In addition to being creative and free, the lesson will have a coherent, logical sequence, and a unique methodology. Many basic concepts that lay the foundation of general education are common to science, Russian language, music, visual arts, etc. Currently, it is necessary to develop and test an integrated system of lessons, where the psychological and methodical basis of establishing connections between common concepts for a number of subjects is necessary. should be provided with teaching tools.

DISCUSSIONS AND RESULTS

In the educational process, the integration of interrelated subjects accelerates the acceptance of the information generated in the student's mind and imagination system as much as possible. As a result, the ability to absorb new information, logically understand it, and intellectually discuss it increases. Basically, if this method is used in the oral presentation of a new topic in the form of lectures, not only the learning activity, but also the formation of a sense of interest will be achieved in the learners. Technology lessons can be connected with all subjects taught at school. In practice, labor education classes are mostly connected with subjects such as drawing, visual arts, mathematics, physics, mother tongue and literature, basics of computer science, chemistry, history, physical education, biology, geography.

CONCLUSION

The integration of technology with other disciplines provides educational opportunities that were not possible just a few years ago. Technology has the potential to create interactive and engaging learning experiences that allow students to gain a deeper understanding of a variety of subjects. Teachers should embrace technology in their lesson planning and they should try to learn the latest developments in educational technology. By recognizing the potential of technology, educators can create environments that encourage student engagement, resulting in improved learning outcomes. Technology has revolutionized the way we approach learning and has given students and teachers the tools to make learning more engaging and effective. Integrating technology with other subjects helps students develop creativity, critical thinking skills, and teamwork. It offers a more interactive and personalized learning experience and prepares students for an increasingly technological world. Therefore, educators need to continue to incorporate technology into their lesson plans to prepare students for future success.

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