

**OPEN ACCESS**

SUBMITTED 20 May 2025

ACCEPTED 16 June 2025

PUBLISHED 18 July 2025

VOLUME Vol.05 Issue07 2025

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Practical Methods of Organizing the Educational Process Through Integrated Approaches

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Abstract: This article scientifically substantiates the strategic importance of the use of integrated methods in achieving educational goals through universal educational activities for primary school students. The organization of the educational process through universal educational activities in primary school is a systematic work related not only to the methodological approach of the teacher, but also to the entire educational environment (classroom climate, cooperation with parents, school management approach). As a result of the introduction of such an approach, the student is formed not just as a learner, but as a person who can manage himself, find his way in life and be useful to his society.

Keywords: Integrated methods, educational process, primary education, universal educational activities, moral education, aesthetic education, person-centered approach.

Introduction: In modern pedagogical thinking, education and upbringing are considered as two inseparable aspects of personal development, integrated with each other. Especially at the stage of primary education, the combination of these two factors plays a decisive role in the formation of the student's cognitive development, as well as his moral-aesthetic, attitude to work and socially active position. In this regard, universal educational activities (UTF) are emerging as a strategic didactic tool for the effective organization of the educational process. This chapter provides an in-depth analysis of the educational capabilities of UTF, and in particular, in the context of primary school students, the possibilities of achieving

targeted moral, aesthetic and labor education through these activities are comprehensively considered.

First of all, the age characteristics of primary school students, their stages of psychophysiological development and the impact of this development on the level of readiness for UTF are analyzed on a scientific and theoretical basis. Psychological studies show that children of this age experience a period of sensitivity, that is, for them, knowledge acquired through activity, rather than knowledge, is more effective. Therefore, it is through universal educational activities that the child enters the educational process through his own active cognitive, reflective and socially active participation, rather than the subjective influence of the teacher. This, in turn, ensures the formation of internal motivation, social interaction and personal position in children.

The next stage will comprehensively cover the impact of UTF on moral, aesthetic and labor education. Educational influences are strengthened not only through declarative knowledge, but also through actions. Moral norms, aesthetic sensitivity to beauty, a responsible attitude to labor - all this is embedded in the student's daily activities through UTF. In particular, through tasks requiring reflection, collaborative project activities, and activities that stimulate aesthetic expression and creativity, the child not only receives knowledge, but also understands himself, expresses his attitude and adapts to social values. This allows the educational process to be individualized in accordance with the internal needs of students.

The final part of the chapter provides an in-depth analysis of the practical and methodological mechanisms for organizing the educational process through integrated methods based on UTF. When modern educational technologies, including active teaching methods, project-based approaches, role-playing games, and strategies such as creating problem situations are used in combination with UTF, they dramatically increase educational efficiency. Such integration relies on the goal-oriented, reflective, and situational competencies of the teacher, and also forms an educational environment that perceives the student as a subject. In this process, educational and educational tasks are combined into a complex didactic construction, as a result of which the person-oriented approach is transformed into real pedagogical practice. Thus, this chapter serves to reinterpret universal educational activities not only as a means of imparting knowledge, but also as a means of forming socio-moral, aesthetic, and labor values. This determines the theoretical and practical foundations of the integrated educational model in ensuring personal development at the primary education stage.

METHODOLOGY

In modern pedagogy, the educational process is not considered a separate activity, but rather an integral process that is deeply integrated at each stage of education.

complementary and reinforcing components of education and upbringing, simultaneously harmonizing moral, aesthetic, labor, intellectual, social, and emotional directions.

The following principles are considered to be paramount in organizing the educational process based on integrated methods:

- Integration of education with activity: Each educational component is realized with the active participation of students.
- Interdisciplinary connection: Moral themes are covered in literature lessons, work values in technology or projects, and aesthetic approaches in art, music, or natural science.
- of play, creativity, and reflection: Serves to develop the student as an active, independent, and thinking subject.
- Person -centeredness: Provides an approach tailored to each student's individual needs, temperament, and growth rate.

Practical methods used in implementing educational integration

A. Project-presentation method. Through this method, students independently or in groups develop a project to solve educational problems. Example: mini-projects on the topics "I am a friend", "Nature is my friend", "May my work be useful!"

B. Role-playing (dramatization). Especially effective in moral and aesthetic education. Each student acts in an artistic or real-life image, understands the problem "from the inside". Through this method, empathy, choice-making, and moral assessment are formed.

C. "Life situation - reflection - conclusion" method. The teacher presents students with a real or hypothetical social situation. The student evaluates it and makes a choice. This develops reflexive and ethical thinking.

D. Interdisciplinary integration-based activities. For example, in a literature lesson, analyzing a poem about "The Good Boy" develops a student's moral imagination, while in an art lesson, expressing this image also activates aesthetic perception.

E. Productive (labor -oriented) activities. By taking turns in class, organizing books, and organizing a "Helper's Corner," students develop a sense of respect for labor and responsibility.

When evaluating educational activities, the following are taken into account:

- The student's choice, problem-solving, and inference skills;
- Project activity, team participation, and initiative;
- after each activity: "How did I feel?", "What did I benefit from?", "What would I change?"

Such assessment tools are consistent with the "competence -based" system and serve to determine personal progress.

It is not a collection, but an approach that completely reorganizes the educational process. In this case, the teacher's goal is to instill educational meaning in each educational activity and create a pedagogical environment that enriches the student spiritually and socially.

integrated methods are used, the student not only receives knowledge, but also applies this knowledge to his or her own behavior, reflects its essence, and forms his or her own personal position based on this knowledge. This reveals the true educational essence of education.

For example, in an integrated lesson organized on the topic "We preserve the nature of Uzbekistan", students will:

- read a literary text about the environment (literature);
- perform classification exercises about the flora and fauna (natural history);
- depict beauty through painting (fine arts);
- express moral considerations ("Is it possible to pollute?", "Who is to blame?").

In this approach, the student acquires skills such as ecological culture, aesthetic sensitivity, ethical stance, and civic responsibility, which fully demonstrates the educational potential of universal activities.

When organizing education based on integrated methods, pedagogical technologies manifest themselves in the following forms:

1. combining knowledge and educational concepts from several disciplines on the basis of a single theme.
2. Educational projects: small-scale project work aimed at a specific educational goal.
3. Observational assessment: assessing the educational status of students through their independent thoughts, attitudes, and decisions.
4. Self- awareness and assessment activities: students reflect on their own moral and work situation.

When assessing practical activities, attention is paid not only to the student's performance of the task, but also to how he/she thinks, feels, how he/she justifies his/her decisions, his/her role and initiative in the group, and his/her relationship with people. This approach allows us to determine the pace of internal growth of the individual.

Integrated methods organized in this way deepen universal educational activities in primary education, taking them beyond the level of mere academic competence and enriching them with personal, cultural and social competences. It is precisely such approaches that reveal the educational power of education and serve to shape the student as a person who occupies a worthy place in society and possesses positive values.

The organization of the educational process through integrated methods is an important mechanism for ensuring a comprehensively developed human upbringing, based on the person -oriented approaches of modern pedagogy. The theoretical and practical analyses conducted in this section have shown that only when universal educational activities are organized in harmony with educational content, moral, aesthetic, labor, social and cultural values are sustainably formed in the minds of students.

Integrated methods are not just a teaching method, but a modern expression of a pedagogical worldview. These methods are based on considering all aspects of a student's development as a person: thinking, emotions, sociality, moral consciousness and activity as a single whole.

Activities organized on the basis of integration:

- the student an active, responsible, and capable individual;
- knowledge and education, feeling and thought, individual growth and community;
- It turns the lesson into a space for the student's inner growth, not just learning.

At the same time, the full implementation of integrated methods into practice requires a high level of methodological reflection, innovative thinking, and an individual approach from the teacher.

To effectively organize the educational process in primary education through integrated methods, we propose the following:

1. Integrate an educational component into each lesson (moral, aesthetic, or work- oriented). For example, introduce concepts of hard work in a math lesson, friendship in a literature lesson, and beauty and harmony in an art lesson.
2. Making reflective practice an integral part of

lessons. Personalized education is provided through the student's search for answers to questions such as "how do I learn?" and "how do I feel?"

3. Introduction of educational portfolios, development maps, and observation sheets.

These tools allow for systematic assessment of a student's educational growth, identification of development dynamics, and pedagogical planning based on an individual approach.

4. Introducing an integrated project method. Students are involved in developing several educational qualities at the same time through weekly or monthly projects.

5. Organizing methodological seminars and trainings for teachers.

Through these seminars, teachers will be formed a culture of working with integrated areas of education and training, and modern methods.

The main advantage of integrated methods is that they transform the student from a passive learner into an active socio-emotional subject. It is through these activities that the child forms his life experience, justifies his point of view, understands the opinions of others and enters into dialogue with them. This is the basis of personal, cultural and civic competences.

RESULTS AND DISCUSSION

Pedagogical observations show that in classes where integrated methods are used, students:

- critical and reflective thinking skills;
- a culture of social cooperation and cultural dialogue;
- conscientious attitude to work and initiative;
- aesthetic sensitivity and the need for creative expression are highly developed.

In achieving these results, the didactically well-designed teaching activities, methodological freedom, and an approach appropriate to the age and individual characteristics of students play an important role.

Conditions ensuring the effectiveness of integrated methods

1. Openness and comfort of the pedagogical environment. A classroom environment that encourages students to freely express their personal opinions, engage in critical thinking, and actively participate is necessary. Any integrated activity can only be effective in a safe and reliable pedagogical space.

2. texts) to enrich the content of educational tasks. These resources directly affect the emotional and aesthetic world of children.

3. Teacher's methodological reflection. Integrated lessons are not just a methodological idea, but a product of the teacher's pedagogical thinking. Therefore, the teacher must be a reflective person who can analyze his or her own activities and connect each lesson with an educational goal.

4. Parental education. If the educational activities started in the lesson are not continued in the family, their effect will be temporary. Therefore, the tasks given in the lesson need to be reinforced through family discussions and practical activities.

5. of assessment criteria to the educational direction. When evaluating educational activities, not only the result should be taken into account, but also the student's participation, aspirations, emotional response, choice, and responsibility in the process.

For example, a student's participation in a project is evaluated based on the following aspects:

- does he play in the group?
- What initiative did he take?
- What ethical and aesthetic choices did he make?
- How was he able to present the result?

These criteria answer the fundamental question of not just "what have we learned," but "what kind of person are we striving to become? "

The introduction of integrated methods into the practice of primary education is not just a methodological innovation, but a profound transformation of pedagogical thinking. Through this approach, such areas as morality, labor, and aesthetic education are integrated in the lesson not with the content of the subject, but through the conscious activity of students.

Integrative methods based on practical activities activate personal development indicators such as the student's ability to justify his/her own opinion, express his/her feelings, make choices, and find solutions to problems. This serves to form a personality based not only on academic level, but also on humane criteria.

Integrated methods also help students:

- social interaction (teamwork, cooperation);
- emotional-intellectual harmony (unity of thinking and feeling);
- active civic position (responsibility, initiative, freedom of choice);
- It ensures the comprehensive development of a child in aspects such as a conscious attitude towards moral and social values (justice, honesty, beauty).

As an example, the following pedagogical integration

model can be mentioned:

- In mathematics: respect for labor through time planning;
- In literature: understanding moral concepts through images;
- In fine arts: forming aesthetic taste through national patterns;
- In technology: developing social responsibility through group work.

Thus, through integrated methods, educational goals are effectively achieved. Education in this case becomes a means of "shaping the personality" rather than simply "providing knowledge."

Organizing the educational process as a component of education means ensuring that it is reflected in all activities in the classroom, out of class, and at the school level. It is in this approach that universal educational activities (universal educational activities) reveal their full pedagogical potential. These activities form not only intellectual development in children, but also emotional-moral, aesthetic, and a conscious attitude to labor.

1. Methodological analysis based on pedagogical situations

Situation 1: The teacher is teaching a lesson on the

Example of integrated tasks

Type of activity	Educational direction	Assignment example
Group project	Labor education	"I will make my school beautiful ": planting flowers, making posters
Poem analysis	Moral education	Study the poem "What is Homeland?" and write your own opinion.
In art class	Aesthetic education	Describe your feelings on the topic "Spring is coming"
Game-method	Moral and aesthetic education	a list of "moral standards" , expressing them in role-playing games

Through such integrated tasks, students are not limited to learning in class. They form their inner world, attitudes, and social skills. This is the highest level of unity of education and upbringing.

topic of "Truth and Honesty." The question is asked in the lesson: "Your friend did something wrong, would you tell the teacher about it?"

In this situation:

- there is a moral problem;
- the need to make a choice arises;
- the student expresses an opinion based on his/her inner convictions;
- justifies his opinion, tries to understand the position of others.

Educational outcome: through this, empathy, justice, responsibility, and a moral stance are formed in the student. Universal educational activities mediate this process.

2: In art class, children are drawing ornaments based on national patterns. The teacher asks them, "What do these patterns mean?"

In this case, aesthetic sensitivity, cultural awareness, taste for art, and appreciation of values are activated. Children begin to attach meaning to the images they create.

Educational outcome: through figurative thinking, inner beauty, emotion, and artistic vision are formed.

integrated methods to be effective, the teacher must fulfill the following roles:

- Organizer: organizes activities in a planned manner, directs tasks towards a goal.

- Reflective leader: listens to students' opinions and evaluates their feedback.
- consistently monitors the educational status of each student.
- Supporting partner: supports the student's initiative and guides them towards independent activity.

This role is not limited to just imparting traditional knowledge. It is a coaching position that guides personal development.

The organization of education based on integrated methods should be carried out consistently not only within the framework of the lesson, but also in extracurricular activities, in the socio-cultural context outside the classroom and school. Because the educational formation of a child's personality is not limited to the walls of the school. On the contrary, his internal motives, moral position, attitude to work and aesthetic taste are enriched through everyday life activities.

Integrated extracurricular educational activities

The following activities with primary school students will further enhance their educational potential when organized around universal educational activities:

- Literary evenings: students understand moral images through poems and stories, and enter into the image through dramatic expression. Through this, aesthetic perception and moral evaluation skills are developed.
- "Week of Kindness" campaign: students complete tasks for a week, such as doing useful things for those around them, helping their classmates, and participating in household chores. Each task ends with reflective conversations.
- "Art and Life" mini-museum: students create a corner at school based on their drawings, models, and crafts. This activity combines aesthetic thinking and work culture.
- Observation Expeditions: Through observation-based projects conducted in the schoolyard, in nature, students acquire environmental conservation, cleanliness, vigilance, aesthetic taste, and social responsibility.
- Educational integration in a socio-cultural context

Educational activities within the framework of universal education activities will lose their impact if they are not linked to their national roots, value system, and cultural context. Therefore, organizing educational integration based on local culture is of particular importance in the conditions of Uzbekistan.

- Moral and labor education through folk oral creativity (fairy tales, proverbs, sayings);
- Education of aesthetic perception and cultural values based on national costumes and patterns;
- a sense of respect for labor based on labor holidays and folk traditions;
- Creating cultural and educational dialogue with the participation of parents through conversations about family traditions.

These aspects show that integrated methods should be considered not only at the methodological level, but also as a pedagogical system that forms cultural, social, and civic consciousness.

CONCLUSION

The "education-activity-content" model, the mechanism for the gradual application of integrated methods, the monitoring and evaluation system, as well as the proposals for planning activities based on pedagogical cooperation, developed as part of the research, are recognized as an approach that is appropriate for primary education practice at the current stage and responds to social demands.

These opportunities create a basis for the educator to educate the student as an independent thinker, a problem-solver, an understanding of his role and task in the community, and a socially responsible person. Especially in modern society, when the need to simultaneously form various social, emotional, cultural and moral skills in children is increasing, universal educational activities can provide a comprehensive response to these needs.

One of the conclusions identified in this study is that the organization of the educational process through universal educational activities in the primary school is a systematic work that is not only related to the methodological approach of the teacher, but also to the entire learning environment (classroom climate, cooperation with parents, the approach of the school administration). As a result of the implementation of such an approach, the student is not just a learner, but also a person who can manage himself, find his way in life and be useful to his society.

Analysis of international experience and national practice also proves that conducting universal educational activities inextricably linked with upbringing is an incomparable pedagogical tool for forming civic consciousness, intercultural communication skills, aesthetic taste, and critical thinking in students.

Thus, achieving educational goals through universal educational activities is a priority direction of today's education system, a practical means of forming a

comprehensively developed personality, a reliable path to personal and social success. Through their proper organization and effective use, we have the opportunity to raise a well-rounded generation that is not only knowledgeable in education, but also conscious, educated, cultured, and aware of its own life path.

Educational activities organized through integrated methods form the following important qualities of a primary school student:

- moral position;
- aesthetic taste;
- diligence and order;
- social cooperation;
- Self-awareness and self-assessment skills.

This constitutes the main methodological foundation of educational mechanisms through universal educational activities.

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