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INTEGRATED APPROACH TO TEACHING SUBJECTS OF PRIMARY EDUCATION

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ABOUT ARTICLE

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Abstract: The article covers the content of teaching methods by integrating the subjects taught in primary education, provides information on the specificity of Primary School students, age and age characteristics, subjects taught, native language, mathematics, natural sciences, reading science and other subjects in a complementary State, methods of teaching, linking and integrating with each other, raising students' knowledge, creating a holistic understanding of.

INTRODUCTION

The acceleration of society, science and technology, the daily development of information technology is leading the 21st century to a deeply integrated economic status, a unified communication and information system. This shows the need to educate young personnel with deep integrative knowledge and intellectual potential. It follows from this that the creation of a mechanism for improving the training of personnel in the integration of subjects and its implementation is one of the important pedagogical problems that must be fulfilled. These issues are also reflected in the new version of the Law "On Education" dated September 23, 2020 and other decisions. Article 5 of the Law on Education provides for the support of innovative activities in educational organizations and the implementation of educational programs using innovative technologies, as well as ensuring openness and transparency in the field of educational activities. thoughts about providing thoughts are given. So, from the content of these decisions and laws, it is possible to understand that it is important for our youth to be mature both educationally and morally. In the 4th article of this law, the following points are also given to help the students to become morally perfect people; - inculcation of national and universal values in education and upbringing; - the main principles of education and training, such as humanitarianism and democratic features, are shown.

THE MAIN RESULTS AND FINDINGS

Primary education is aimed at forming the foundations of literacy, knowledge, skills and abilities necessary for students to continue general secondary education. It provides students with the

necessary amount of knowledge, skills and abilities, develops the ability to think and analyze independently. The concept of a person refers to a person and serves to represent a member of society who is psychologically developed, differs from others in his personal characteristics and behavior, and has a certain attitude and worldview. In order to become a person, a person must develop psychologically, feel himself as a whole person, and be different from others with his characteristics and qualities. Anatomical, physiological (physical) and psychological characteristics characteristic of a certain age period are called age characteristics. Education and upbringing work is organized taking into account these young characteristics. Then the influence of upbringing on the child's development will be strong. Below we will talk about the concept of integration and ways to apply it in primary education.

The term "integration" has a long history in terms of content and meaning. This term was first explained by the 18th century philosopher-scientist G. Spencer and included in the science. Today, integration is gaining importance in the socio-economic and production spheres of the society, including in the sphere of education. There is a great need for it, as it has been proven in practice that it is possible to solve important scientific problems by implementing the development functions of integration.

Philosophical, psychological-pedagogical, methodical foundations of integration were theoretically developed by G. Spencer, S. L. Rubinshtein, S. L. Rubinshtein, I. D. Zderev, N. V. Maksimova, N. S. Svetlovskaya, Y. M. Kolyagin, L. V. Tarasov, as well as pedagogic scientists of our republic R. G'. Safarova, U.K. Musayev, B.Mirzakhmedov, O.A.Abduquddusov, U.Sh.Begimkulov, M.Kh.Lutfullayev, E.A.Turdikulov, Sh.T.Khalilova, M.Jumaniyozova, etc., are covered in scientific-theoretical, scientific-practical, pedagogical works of many scientists [8].

In the National Encyclopedia of Uzbekistan, the term "integration" in Latin means integratio-restoration, filling, integer-whole, and it is defined as follows. "1. A concept that expresses the process of interdependence of some parts and functions of a system or organism leading to such a state. 2. The process of rapprochement and interaction of sciences is accompanied by differentiation. 3. Coordinating and unifying the economy of two or more countries".

A.I.Avazboyev concludes that integration is "the process of uniting certain components into a whole, forming a new property."

Professor R.A. Mavlonova writes: "Integration means "whole", so let's see what this process of thinking growth is and what integration is as a phenomenon from a term and methodological point of view. The word "integration" comes from the Latin integration - restoration, filling, whole word "integer".

Summarizing the above points, we explained the concept of integration as follows: Integration is the integration of some parts and functions of the system elements into a whole, integrated state, forming a new property according to the state of interdependence. This definition has a wider meaning, because it is understood that elements that do not participate in a system are combined into a whole state in order to develop some parts and functions, forming a new property.

Now we will define the concept of integrative teaching. Integration is the process of combining some parts and functions of the system elements into a single whole, forming a new property according to the state of interdependence. Integrative teaching is teaching by combining and supplementing knowledge that is close to each other in terms of content.

Integrated education implies a new approach to the content of the knowledge provided from the basics of science. Its main goal is to study natural resources as a set of problems, to form a

comprehensive scientific theory of the world and society in the minds of students, to create scientific concepts and knowledge about nature and the place of man in nature. Therefore, the content and methods of education should be improved on the basis of integration. This, in turn, requires an integrative approach to the organizational forms, methods and tools of teaching, along with the integration of the knowledge system learned from different scientific bases.

It is appropriate to introduce the integration of subjects not only as the study of the knowledge of various educational subjects in relation to each other, but also as the integration of teaching technologies, methods, and forms.

Integration of the content of the educational material as a didactic process is a multifaceted and multidimensional system research object. Its analysis requires a systematic-structural approach. It is intended to study its function, composition, structure and other important aspects.

The study of the practical situation of integrated teaching in higher education shows that despite the fact that some positive work has been done in this area (on the integration of the content of educational subjects), there are still some issues that are waiting to be solved. These are the following:

- The concept of integrated education for higher education institutions has not been developed;
- Integrated content of educational subjects and teaching methodology have not been formed;
- Methods of integrating the content of educational subjects are not established;
- Manuals showing the integration of the content of academic subjects and its educational possibilities have not been prepared for teachers.

Integration is manifested in the form of a theoretical synthesis tool and interdisciplinary synthesis, which is carried out within the framework of separate academic subjects, and directly leads to the formation of national knowledge.

In the integration of the educational content, it is considered appropriate to absorb the knowledge that will be necessary in the future work of the student into the content of the educational subject. In this process, the ability to integrate the subjects taught in the future teacher's work is formed. So, in this process, two important tasks become important: a) integration of the educational content of the student; b) formation of the ability to integrate subjects taught at school in the process of teaching the student. A lot of work will need to be done to accomplish these two things. In particular, improving the teacher's ability to pass the lesson in an integrated manner; thoroughly teach the student the components of integration and which subjects should be integrated; in-depth teaching of the content and essence, types, forms, methods and tools of integration to the future teacher and sending him to the school educational institution, developing integration skills until he graduates from higher education; conducting integrated open classes; teaching how to make integrated lesson plans; giving an integrated lesson to the auditorium with a small number of seminars by the student himself (45 minutes).

Mature personnel with high professional training, armed with modern knowledge, who can think in line with the times are the basis for solving socio-political, economic and pedagogical problems.

In turn, a teacher who implements integrated education is required to have some necessary knowledge and skills. These are the following: the ability to determine the goal that reflects the general approach to the study of the nature of one or another process and phenomena, to master the skills of rational use of interdisciplinary communication and to be able to use them effectively in practice, to know well the components of integration, separate educational subjects for integration to know the optimal interrelationship of the educational materials studied in the framework, to be able to determine the leading idea that is based on the integration of educational subjects, to master the types, forms, methods and tools of integration in depth.

Integration is becoming the need of the day, because through integrated lessons, the student's knowledge of subjects increases after connecting with various subjects, a holistic view of a subject is formed, and the student's thinking speed increases and his worldview increases. expands. There are several factors specific to the problem of training future teachers in the integration of subjects. These factors should be considered one by one. These factors are as follows:

- The fact that the problem of improving the training of future teachers has not been raised and a solution has not been found;
- Insufficient integrated educational literature;
- Non-creation of technological models of science integration;

The content of natural science education should reflect the coherence and integration of knowledge related to various academic subjects that study the problems of the relationship between man and nature, which will lead to new changes in the quality of natural science knowledge. This knowledge is manifested as a unique synthesis, knowledge of natural sciences and a set of humanitarian directions. Their characterization as a systematic and probabilistic way of thinking is one of the distinguishing features of natural knowledge.

It is integration organized on the basis of unity that can effectively determine the place of natural sciences in finding solutions to global issues related to scientific knowledge of the biosphere, study of human activity, struggle for peace. As a result, this will lead to a systematic change (in favor of the latter) of the relationship between special knowledge and general cultural knowledge in all school subjects. In this way, the integration organized on the basis of coherence appears as the main mechanism of humanization of the content of natural science education.

Our work has shown that the study of natural science objects in the organic system of "nature - science - technology - society - man" is considered the only methodological basis for humanizing the content of natural science education.

In the development of a new didactic system, the first intended goal is the holistic perception of the world, systematic thinking and axiological assessment of the "nature-human" system. In this approach, the principle of scientificity in teaching acquires a completely new quality. Scientific criteria take into account the undoubted superiority of thinking in the modern scientific method over knowledge.

The results of our experience in implementing an integrative approach based on the concept of humanization of the content of natural sciences are relatively clearly presented in the development of the "Natural Science" course program for grades 3-4.

The idea of interdisciplinary integration in education requires a review of the structure and content of educational subjects, the creation of new textbooks and manuals. Interdisciplinary integration should become the main task before us, generalization of related subjects, development of qualitatively new ones in other subjects, especially natural sciences, social sciences and humanities. We emphasize that interdisciplinary integration in education can also be an important component of pedagogical technologies, including tools such as computerization and informatization of education. The integration of such technologies is explained by the simple and natural nature of their wide application in all subjects, regardless of whether they are natural or social humanitarian.

CONCLUSION

Thus, interdisciplinary integration combines the knowledge, skills and competencies of educational research activities in various subjects into an integral system, which helps to bring different academic disciplines closer, and thus without losing the research abilities of education with the subject

teaching of natural science. acts as the main methodological principle that creates a decisive contradiction.

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