# INTERDISCIPLESS LESSON AS AN IMPORTANT BASIS FOR INTEGRATION EDUCATION IN ELEMENTARY CLASSES

Nuriddinova Maysara Ikramovna
Candidate of Biological Sciences, Associate Professor of SamSU Pedagogical
Faculty Department of Primary Education
Phone: +998 (91) 5288810 e-mail: majsaranuriddinova@gmail.com

**Summary**

This article discusses the essence and tasks of integration education in primary school. The material on the topic "Interdisciplinary lesson - as the most important basis for integration education in primary school" is analyzed on the example of the lesson of the surrounding world and natural history in primary school. On this basis, conclusions are attached.

**Key words:** integration, training, education, intersubject communication, integrative approach, methodology, lesson, integrated lesson.

**Introduction:** The changes taking place now in science, in production, in social life have necessitated the development of new approaches to the system of education and upbringing of schoolchildren. To this end, the content of school education is considered, new curricula, programs and textbooks are created, methods and forms of organization of training are improved. At the same time, it should be noted that the existing methodological manuals and recommendations for teachers do not reflect modern problems developed in didactics and teaching methods of various academic disciplines.

**Main part:** It should be noted that intersubject communications are a pedagogical category for designating synthesizing, integrative relationships between objects, phenomena and processes of reality, which are reflected in the content, forms and methods of the educational process and perform educational, developing and educating functions in their organic unity . Intersubject lessons draw attention to the goal of establishing intersubject communications. Based on this, the need for a different approach to the selection of content, the choice of methods and forms of training is noted. In turn, changes in the content and teaching methods provide a qualitatively new level in solving the problems of education, development and upbringing of primary school students. Recently, in the theory and practice of primary education, searches are being made for optimal teaching options for individual academic disciplines, in particular, natural sciences. In this regard, various forms of studying the system of knowledge about nature and society are being developed. (1)

Particularly relevant is the task of forming a holistic view of the world and the place of a person in it, starting from primary school age. One way to solve this problem is integrated learning.

The subject system of education, including in the elementary grades, involves an autonomous examination of individual aspects of reality and orientates students to the private assimilation of knowledge in a particular field, weakly interconnected. At the same time, primary education could be the first step, providing intersubject integration - as a basis for deepening and further development at the next stages of secondary school.

The course structure, which is determined by integrativity, is also interesting. One theme, being common for the whole year, is developing in the main topics of each quarter. Thus, the movement of the main ideas embodied in the course is carried out horizontally. Similarly, there is a vertical movement (from class to class), when one cross-cutting topic "unfolds", becomes more complicated as the child grows older. (2)

It should be noted that integrativity is embedded in the themes themselves, reflecting the complex relationship of man with the world (the distant world, the near world, the world of people, the world of culture). Traveling around these worlds, discovering the laws of their existence, the peculiarities of their language - this is the main logic in constructing the course of natural sciences in primary classes.

Particular attention in planning is given to the integration of literacy and writing lessons in grade I. Such lessons are held almost every week. The integration of literacy lessons with the lessons of music, art. The lessons of mathematics are most often combined with the lessons of labor and familiarization with the outside world.

A significant amount is occupied by integrated lessons of the Russian language and reading, which are held twice a week. The lessons of natural history, combined with the lessons of reading, mathematics, music, work, fine art, make it possible for junior schoolchildren to form an integral scientific picture of the world, increase cognitive interest, and contribute to the development of students' psychological processes. Thus, the proposed version of the integrative approach is possible. (3)

Integration in primary education allows you to move from a local, isolated consideration of various phenomena of reality to their interconnected, comprehensive study.

Taking into account the age characteristics of primary schoolchildren, when organizing integrated learning, it becomes possible to show the world in all its diversity with the help of scientific knowledge, literature, music, painting, which contributes to the emotional development of the child’s personality and the formation of his creative thinking. (1.3)

An example is the integrated course "The World." A program and study books have been created for this four-year subject. The essence of the proposed integration is not in the formal combination of material from various fields of knowledge about the world, but the

creation of a holistic and organized system around the leading idea. Such an idea is the idea of positive egocentrism, that is, a system of relationships between a child and the world around him. (4,5)

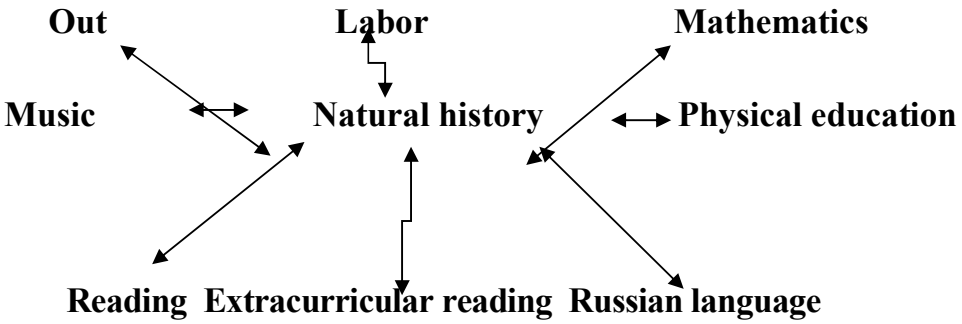
The course has specific tasks:

- accumulation of ideas about interaction in the system "man-nature-society", awareness at an accessible level of the significance of nature as a living condition of people;
- the formation of elementary ideas about the human body, its structure and activity, a healthy lifestyle, starting from proper nutrition, movement to elementary auto-training;
- accumulation of social representations accessible to understanding of children, the formation of social science, historical and geographical concepts, the general erudition of the child, his culture, his attitude to culture.

It should be noted that the specifics of the primary school teacher are such that he alone teaches children in several disciplines. Why is this interesting? Taking into account the age characteristics of primary schoolchildren and the modern level of development of science, each subject (including natural science) is a system of knowledge and skills from different areas of reality.

Consequently, objectively embedded within the subject relationships between different areas could contribute to the natural establishment of intersubject communications in order to integrate knowledge when considering certain objects, phenomena, processes. A classic example of a subject that involves the establishment of all kinds of types and types of intersubject communications and provides integration in the elementary grades is natural science. (4,5)

Schematic intersubject communications of the analyzed sections can be represented as follows:




As an example, consider a lesson on the topic "Plants in summer and autumn." At the same time, the main goal is not to give detailed developments, but only the statement of some basic tasks and ways of establishing intersubject communications is proposed.

The purpose of the lesson: the formation of students' ideas about the state of plants in summer and autumn and their relationship with inanimate nature.

Tasks:

1. Familiarization of primary school students with different groups of plants, the meaning of the leaves, the causes of changes in leaf color.

2. Teaching children to see patterns that occur in inanimate nature and are associated with plant life in summer and autumn.

3. To teach to notice the changes in inanimate nature associated with the arrival of summer and autumn, to see the wonderful variety of leaf color, the presence of fruits and seeds, the color of the sky, the transparency of the air, the silence of the surrounding nature.

4. Repeating the theme "Parts of plants", where to show parts of plants (using herbariums, visual aids, pictures, etc.), name and show root crops (using illustrations), show groups of plants and find their similarity and difference (using movie frames).

The study of the material. The state of plants in summer and autumn, the values of the seasons in the life of plants are considered. For example, in summer, plants are green, blooming, smelling. In order to implement interdisciplinary connections, children are invited to present and draw a verbal picture of the summer meadow, compare it with color photographs or reproductions. At this time, the piece of music is turned on. In this case, you can use any music that expresses the summer mood. An oral description of a meadow, field or forest will reflect our experiences.

Also considered are changes in plants in autumn, leaf color in autumn, why their color is different, what is leaf fall, when does it occur, do all plants dump their foliage equally quickly, etc. Interdisciplinary connections: music imitating the windy state of the weather and its presentation by children (it is possible to paint). A comparative analysis of plant conditions in summer and autumn is carried out. Intersubjective communications: nature paintings in summer and autumn.

Repetition of the theme "Plants in summer and autumn." To do this, you can use the following questions:

- Do all plants change their outfit with the advent of autumn?
- Which tree is always in a strict green robe?
- How do other plants: shrubs, grasses change with the advent of autumn?

In the generalization of the lesson, poems or excerpts from prose on this topic are read.

The given lesson variants are distinguished by the use of intersubject communications on them, which allow more concentrated organization of the study of new material and its consolidation, since the unit of educational material is considered from different positions: natural-scientific, artistic-aesthetic and humanitarian. It should be noted that each of these positions has multivariate solutions. This allows the teacher to choose a material and a different level of depth of its assimilation.

Thus, when establishing and implementing intersubject communications at one level or another, it is necessary:

1. Based on the topic, clearly articulate the educational and cognitive goal and educational, developmental and educational tasks aimed at mastering the leading positions and basic knowledge of the studied topic.

2. To ensure the activity of students in the application of knowledge from other subjects.

3. Explain cause-effect relationships, the essence of the studied phenomena and processes.

4. Contain conclusions of a worldview, generalized nature, based on the connection of knowledge from different subjects.

5. To aim at summarizing certain sections of the educational material studied in different disciplines.

It is advisable to use a variety of forms of organization of training that provide the functions of intersubject communications: comprehensive homework, excursions, travel lessons, etc.

**Conclusion:** Based on the goals set, the content of the subjects studied is being reviewed, a search is underway for methods and forms of organizing and teaching subjects. Along with the courses reviewed, attempts are made to integrate all the teaching subjects of elementary school. The initial stage of the development of the problem of creating integrated courses allows us to say that already at the first stage of "intersubject integration" it is possible to combine different school subjects with similar content and to free up class time. Taking into account the personal capabilities of the teacher and the real educational potentials of class students allows for a diverse variation in the integration of one, two, and sometimes three subjects. This approach provides for the integration of all subjects studied in primary school, except for physical education lessons.

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