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INTEGRATION OF LESSONS IN PRIMARY SCHOOL

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ABSTRACT:

Universal, national experiences show the urgency of the problems of education integration. For this reason, in many countries, special attention is paid to the problem of integrated education. We also aim to provide information on integration and integrated lessons, drawing on historical, national, and universal experiences.

First, we would like to give a brief overview of integration and the opinions expressed by scientists.

Integration is one of the priority directions and principles of improving the content of education,

Although the concept of integration is one of the words that has just entered our lexicon, in fact it has a long history.

To solve the problem of integrated teaching of sciences, it is necessary to understand the emergence of sciences and their development. This situation is directly related to the historical development of society.

INTRODUCTION:

In the early stages of human development, people did not have a complete understanding of nature. What happened in the environment was just an observer of the process. Later, they not only observed the occurrence of events, processes, but also began to collect and analyze data. The needs of the people, the improvement of the tools of labor, led to the development of their perceptions of the world around them. There was a need to form people's attitudes to events in nature, to gather accumulated knowledge and experience.

People ask, "Why does it happen day and night? Why does it rain? Why does it get hot and cold? Why do floods happen? Why do earthquakes happen?" began to look for answers to questions such as. For this purpose, experiments and observations were conducted.

By now, a model of development of science-technology-society has emerged. In the 21st century, the flow of information is growing exponentially. There is no doubt that humanity cannot live without deep scientific, technical, spiritual, knowledge.

At the present time, the scientific and practical study of the content of integrated teaching of subjects in the system of continuing education, including general secondary schools, and its implementation in practice is of particular importance for the formation of a comprehensively developed harmoniously developed society.

Integrated teaching of sciences The importance of integration in education is also historical in relation to the development of sciences.

The pedagogical basis of integrated teaching of sciences was studied by Comenius. According to the traditions of his time, he approached nature and education as a great naturalist.

The pedagogical, methodological bases of integration were solved by such great classical pedagogues as K.D. Ushinsky, V.A. Sukhomlinsky, F. Junge, J. Dewey.

In the 1920s, integrative courses on "Nature", "Labor" and "Society" were created.

Integrative courses "Environment" were created for primary grades 1-4 and "Natural Science" for upper grades 5-7. In these courses,

learning materials about nature, man, and society are reflected in the interrelationships.

The main goal of the integration of education has emerged as an important principle of ensuring the full development of the individual.

Integrated education has become a key factor in the intellectual and cultural development of the individual.

According to the French scientist J. Dewey, "At the same time, changes began in education to shift its center of gravity. These changes are very similar to Copernicus's revolution in science, which shifted the center of the universe from Earth to the Sun. In our example, the child ... The child is the center of the means formed around him. "

Russian scientist, academician I.D. Zverev explains integration as a process of generalization on the basis of organic connection, creation of integrity, harmonization of elements of different subjects.

Integration in education, first of all, requires a sharp development of interdisciplinary communication, the transition from the teaching of different disciplines in collaboration, to their deep interaction, "he said.

ANZakhtebshsh and MVReshkov emphasize that the integration of disciplines should be carried out taking into account the links in the curriculum and lessons.

The existence of the integration process in education has been confirmed by such scientists as I. Newton, A. Einstein, I.D. Zverev, V.N. Maksimova, B.D. Komissarov.

Integration - derived from the Latin word "integratio", which means to restore, to replenish, to make into a whole.

Integration is the integration of interdependent development into a whole. means to make a whole.

Integration - organic merging with each other, mutual assimilation, new merging with each other. it means the formation of a single stable generalized whole idea.

The idea of integration was introduced into science in the 1920s by the English scientist G. Spencer.

Scholars dealing with the problem of integration in the improvement of education and upbringing have emphasized its importance and described it in the following way:

Integration is a new approach to teaching and educating students.

Integration is a new quality.

Integration is an important principle of optimizing the educational process.

Integration - to understand that a whole complex of knowledge about nature consists in the transfer of knowledge of different sciences to the solution of a single goal.

Integration has been described by world scholars as follows:

"Integration" - a method of compiling materials of several subjects on the basis of natural subordination to the task and a single purpose of the methodology

N. S. Svetlovskaya

"Integration" - the highest level of interdisciplinary connection, a comprehensive study of the problem on the basis of general methodological principles

L.T.Tarasov

"Integration" - a tool to find a common platform that brings together the knowledge of the subjects in creating a holistic view of the environment

Yu.M.Kolyagin

The following should be observed when organizing integrated science lessons:

1) ensure the overall development of each student according to their individual characteristics and abilities;
2) work on the principle of concentration:
3) the nature of each student. man. to achieve solid integration and continuous development of integrated knowledge of society;
4) use of modern educational technologies in accordance with the integrated educational process.

In education, imparting a certain system of knowledge to students and just remembering them is no longer enough. Motivation in modern education, the desire to learn independently, integration-based education are among the urgent tasks. Pedagogical technology is an education system aimed at fulfilling such a requirement. The main requirement of technology is that students acquire thorough knowledge, be active in the acquisition of knowledge, think independently, achieve a clear and effective result in education.

When a teacher uses the method of interdisciplinary communication, first of all, he tries to create more understanding of these disciplines in students, and the relationship between them is interpreted from the point of view of these disciplines, not as a whole. Interdisciplinary connections allow students to explore the world around them in diversity and integrity.

Positive solutions to the principle of interdisciplinary communication (integration) in primary education teach students to be creative, to think independently and to be creative, to explore.

First, the teacher needs to create a need for knowledge in the students, and the need leads the person to think. In this article, we want to comment on only one issue - integration and thus the guidelines for achieving an effective result.

We would like to illustrate the link between mathematics and reading lessons in primary grades through integration below.

If the reading lessons are traditional, as usual, it will make the student a little bored and the mastery will be low. Based on today's demand, if we organize lessons, that is, if we conduct lessons through some pedagogical games, the interest of students will increase, and the percentage of mastering will be higher.

We want to show the integration of math and reading lessons through the game “Number Talisman” and this game sharpens the mind of the student, teaches him to respond quickly and at the same time increases his mathematical literacy.

Game condition: if you place the following numbers in ascending order, the name of the section in the Reading Book will appear.

95	52	73	94	44	76	93	59	96	40	79	61	99	49	80	66	89	100	91	68
A	E	N	V	Z	-	NG	I	T	O”	M	S	I	B	E	T	N	M	I	E

55	97	70	98
K	A	O	N

The answer: **OZBEKISTON – MENING VATANIM**

Such a game lesson, integrated in the primary grades, teaches students ingenuity, ingenuity, increases their vocabulary and the effectiveness of reading lessons, helps students to develop in all respects, makes the lesson process more interesting.

For Grade 2, linking the lesson “The World Around Us” with the reading lesson, student activities play an important role. Interdisciplinary communication helps students to enrich their previous knowledge with new knowledge, to understand the essence of events. It is necessary for the teacher to organize integrative lessons, to motivate students to acquire knowledge in order to make them think independently about events, to scientifically substantiate their opinions. The reader can also be asked to draw a picture that matches the text and to describe and narrate the pictures that the students have drawn orally. Through this, their speech also develops, text-writing skills are formed.

For example, an integration lesson can be organized by linking the text “Winter Landscape” in the Reading Book to the text “Winter” in the textbook “The World Around Us”. The textbook "Winter Landscape" describes winter, the state of nature, animals and birds in winter, the text "Winter" in the textbook "The World Around Us" describes the winter months, winter temperatures, vegetables and greens grown in greenhouses in rural areas, told about the work to be done.

In the process of reading the text, words that are unfamiliar to the students are found and written down in their dictionary.

Our goal was to show that all the didactic possibilities of interdisciplinary learning are a factor that increases the effectiveness of teaching using a variety of methods and tools. In addition, it was to improve the process of developing students' skills in the use of teaching materials in various subjects and to organize them on the basis of new pedagogical technologies.

In conclusion, today's pedagogy requires the teacher to be inquisitive, to work on himself. Because increasing student activity depends on how the teacher organizes the lesson, how much interest the students can have.

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