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IMPROVEMENT AND STRENGTHENING OF INTEGRATED LESSONS IN ELEMENTERY SCHOOL CLASSES

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Annotation:
In the process of teaching natural science, the foundations of a scientific worldview are formed in school children (the teacher consistently reveals the materiality and interrelationship of natural objects and events, characterizes the constant changes that occur in nature, etc.), aesthetic feelings, love for nature, care for it and the desire to protect it are brought up. A science teacher should choose the methods of teaching in such a way that, as a result, geographical knowledge and skills are formed in the student's mind.

Keywords: Education, integration, method, methodology, integrated lessons, education, pedagogical technologies.

The basis of comprehensive education of students is to form a scientific outlook in them. Natural science plays an important role in the implementation of this task in elementary grades. Studying this subject enriches the personal experience of young students, allows them to gather knowledge about the phenomena and processes occurring in the animate and inanimate nature around us. That's why students of higher educational institutions of pedagogy, especially future elementary school teachers, should be well acquainted with the scientific-theoretical and practical achievements of teaching natural science as a pedagogical subject.

A good knowledge of the teaching methodology of natural science allows a primary school teacher to properly organize a child's education. The methodology enables the teacher to acquire teaching skills by equipping him with the theory of science teaching. Different teaching methods can be used to reveal the content of educational materials. When choosing one or another method, the teacher should take into account that this choice of methods provides the tasks of developmental education, activates the students' cognitive activity and at the same time provides information, that is, to determine the cause of failure and Let him quickly and clearly show how the students are mastering new knowledge in order to come to help at the right time. Accordingly, it is necessary to use more practical work, conversations, emotional stories, especially independent work in science lessons, in which a research approach, uncomplicated analysis and synthesis, comparison and generalization, between natural phenomena determination of causal links should be mandatory components of those works. All this activates students' memory, attention, imagination, and thinking, helps to develop understanding and confidence, to acquire knowledge better, and to develop the ability to apply acquired knowledge in new situations. The use of visual aids and technical tools and excursions that affect the perception and mental development of students will help in the acquisition of knowledge.

In the process of teaching natural science, the foundations of a scientific worldview are formed in school children (the teacher consistently reveals the materiality and interrelationship of natural objects and events, characterizes the constant changes that occur in nature, etc.), aesthetic feelings, love for nature, care for it and the desire to protect it are brought up. A science teacher should choose

the methods of teaching in such a way that, as a result, geographical knowledge and skills are formed in the student's mind. For example, there is the concept "The sun rises, the sun sets." This concept does not correspond to geographical law. According to the heliocentric theory, "The sun never rises and never sets." The essence of this law is that as a result of the rotation of the Earth around its axis, the place where we are is facing the sun and turning away from it. Because in law the sun is in the center. Earth and other planets move around it. If the future elementary school teachers are given such laws in the text of the textbook, the students will learn by reading the text of the textbook. If the text is read by reading here, geographical law is also learned.

By teaching students about nature, the teacher not only equips them with the knowledge and skills necessary for continuing education and practical activities, but also forms their outlook, will, character, and develops their mental abilities. Accordingly, he develops forms and methods of teaching natural science. The teaching process includes interrelated parts: the content of the subject, the activities of the teacher and students, the teaching of the subject and the acquisition of skills. Among the tasks of the teaching methodology of natural science is to determine the content of natural science as an educational subject, to research the methods and methods of teaching, and to prepare the necessary educational equipment. The methodology of teaching science is not limited to the description and explanation of the teaching process, but also develops rules, based on which the teacher can successfully teach children in this subject.

The methodology of teaching science includes all the teaching processes, from the preparation of the teacher to the results of mastering the learning material, including taking into account the work in the classroom, at home, outside the classroom and outside the school. Based on comprehensive teaching of teaching practice and creative generalization of the results, specific laws of teaching are determined and measures are developed to further improve it. For example, on the basis of the principle of direct acceptance of the things being studied (plants and animals) (which ensures the formation of a correct image), concrete measures are developed for the application of subject teaching.

The issues studied and developed by the methodology of natural science include:

1) Educational and educational importance of natural science as an educational subject, its place in the educational system;
2) Content of educational material and its distribution system;
3) Teaching methods and forms of organization of educational work
4) Taking into account the educational material, the student's learning process and the results of teaching;
5) Use of equipment and educational tools;
6) Extracurricular and extracurricular activities, material base of teaching.

Teaching of science in primary grades. The first translated literature on natural science in Uzbek language appeared in 1919. These were such works as: "Introductory Geography" (translation of A.A. Kruber's book from Russian), "Turkistan" (translation of A.A. Kruber's book from Russian). T.N. Kori-Niyazi's book "A Piece of Nature" is one of the first manuals created for teachers. In 1927-1929, local studies textbooks for primary school students were published - "Little Turkistan", "Our country", "Nature study book" and other textbooks. Since 1948, the system of teaching natural sciences in primary classes has changed. In the 1st - 3rd grades, the material of natural science was studied

through explanatory reading. Nature was included as a subject in the 4th grade and it was studied using local materials based on the curriculum of the former RSFSR translated into Uzbek.

In 1948 Y.M. Based on this program, Belskaya created the "Program for the 1st - 4th grades of Russian-taught schools of Uzbekistan" - methodical guidelines, in which classes and extracurricular activities with students of the 1st - 3rd grades special attention was paid to observation and conducting experiments (under the guidance of the teacher).

Since 1960, new programs have been introduced. In this case, the science classes in the 3rd and 4th grades were replaced by work classes. The teaching of natural science was left only in the 4th grade. In 1961, the "Natural Science" textbook (Y. M. Belskaya and others) was created, reflecting the unique features of the natural conditions, flora and fauna of Uzbekistan.

In the 1970s, in connection with the introduction of a new curriculum and programs in the schools of Uzbekistan, the subject "Natural science" began to be taught in the 2nd - 3rd grades. 35 hours have been allocated in winter Uzbek language classes. In 1972, Y.M. Under the editorship of Belskaya, the textbook "Natural Science" for the 2nd grade was published in Russian and Uzbek languages. This textbook was taught in a three-year elementary school program. It was created taking into account the age characteristics of the second-grade students, and the typical features of the flora and fauna of Uzbekistan were reflected in it.

In 1974, the textbook "Natural Science" was published for the 3rd grade. Great attention was paid to the theme of "the nature of our country". Its study began by summarizing the observations made in the 2nd grade, taking into account the seasonal changes in nature. The assignments were intended to make perfect use of observations of inanimate natural objects, plants and animals of Uzbekistan. Methodical manuals for teachers can be published, in which the methodology of the natural science course is described taking into account the characteristics of studying this science in the 2nd - 3rd grades.

Since 1986, in connection with the transition to a four-year primary education in schools, programs on introduction to the surrounding world and natural science, as well as "Introduction to the environment" and "Natural science" courses for the primary class educational-methodical complexes (textbooks, methodical manuals, observation diary) were published. The regularity and development of the content of the educational complex in the cycle of natural sciences gradually deepens as it passes from class to class. expansion, unified approach to the structure, succession of the structure was ensured. This program and textbooks were implemented after the independence of our Republic until its first years. After gaining independence, our republic had a unique path of economic and social development. Independence created the need for fundamental renewal of the education sector, as in all other sectors. Based on the requirements of the Law of the Republic of Uzbekistan "On Education" and the "National Program of Personnel Training", the purpose, tasks, content, form, and means of education have become a primary need. On January 5, 1998, the Cabinet of Ministers of the Republic of Uzbekistan issued a decision "On the development and implementation of state education standards in the continuous education system" and according to this decision "State education standard "Regulation" was approved. In it, primary education was accepted as 4 years and teaching of "World around us" in the 1st-2nd grades and "Natural Science" in the 3rd-4th grades was shown.

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