



ORGANIZATION OF INTEGRATED LESSONS IN PRIMARY EDUCATION

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KEYWORDS

object, educational system,
educational foundation

ABSTRACT

Nowadays, there is a lot of talk about the integration of primary school education. This concept is characterized by the perception of the world around a small school student as a whole, for him not the name of natural science, rustic, music and other educational subjects, but the interestingness of the sounds, colors, sizes of the objects of the world around him. The teacher feels and knows that it is necessary to teach children to see the connection between nature and everything in everyday life. Therefore, questions such as whether educational integration meets the requirements of the present time, and how it should be organized, are gaining urgent importance.

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DOI: 10.5281/zenodo.7488613

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The idea of integration of education began to be discussed in public education along with differentiation and individualization. If the level of preparation for independent work with books, textbooks and other literature on the basis of the classification of junior school education and the active formation of interests at the junior school age require the deepening and clarification of some common concepts that are the objects of learning various subjects as the basis of integration and expandable. The main goal of the integration of education is to form a good perception of nature and society in primary school and direct one's attitude to the laws of their development. That is why it is important for a junior high school student to see the subject or events from several angles. Mastering basic subjects and teaching intra-subject and inter-subject connections in understanding the laws of things in the world is the methodological basis of the approach to the integration of education. This can be achieved by returning many times to the concepts of various lessons, deepening and enriching them, identifying important signs that are understandable to this age. Thus, any lesson that is well-formed, structured and conducted, and includes a group of concepts related to this educational subject can be used as a basis for integration.

However, the results of the analysis of concepts related to other subjects and other educational subjects are included in the integrated lesson. For example, concepts such as "winter", "cold", "storm" are considered in the lessons of reading, Russian language, science, music, visual arts. Lessons in which analysis of concepts refers to the knowledge acquired in other educational lessons are considered integrated. In addition to being creative and free, the lesson will have a unique, logically sequential methodology. Many concepts in elementary school, which lay the foundation of general education, are common to science, Russian language, music, visual arts, etc. Currently, it is necessary to develop and test an integrated system of lessons, which is a psychological and methodological basis for establishing connections between common concepts for a number of educational subjects. At the same time, interdisciplinary relations should be taught at the level of the curriculum and provided with the necessary teaching tools. Integrated lessons are an interactive educational system that explores the secrets of creating visual skills based on the deepening and expansion of integrative knowledge. The visual education system is built on the basis of various types, forms, methods, and objects. The goals and objectives of the integration course are described in the school natural science education system. Methods and means of integration in the integrated (demonstration) network of knowledge: depending on the amount of time at the place of teaching in the educational plan, the time for full mastery of this course, the level of mastery of students is multi-purpose and color- characterized by color. The creation of appropriate mental excitement for students while studying each educational subject greatly helps the mastering of this material, it helps to remember it quickly, emotional awareness, and the growth of thinking ability. , leads to the development of speech and imagination. Formation of different types of thinking skills in primary school students is the basis of integration. Mastering basic subjects and establishing intra-subject

and inter-subject connections in understanding the laws of things in the world is the methodological basis of the approach to the integration of education. This can be achieved by returning many times to the concepts of various lessons, deepening and enriching them, identifying important signs that are understandable to this age. Thus, any lesson that includes a group of concepts related to this subject can be used as a basis for integration. Today, the demands arising from the development of science and huge changes in production are setting new tasks for school education. We see this in the decisions and decrees of our honorable president Sh.M. Mirziyoyev on education. The 4th direction of the Action Strategy, adopted on February 7, 2017, also discusses the education system. The task is performed by the teacher himself. It teaches children arithmetic, writing, nature and many basic concepts. He does this to the best of his ability. It is desirable to see integration in primary education on the basis of combining subjects that are relatively close to each other. At the next stages of education, he tries to combine the boundaries of basic sciences. It is necessary to take into account the presence of positive and negative factors in the integration of primary education. These factors determine the methods of integration. Dispersion of subjects taught in schools creates a one-view (fragmentary) worldview in a school graduate. Dispersed teaching of general education subjects at school, not teaching them in an integral relationship with each other, hinders the students' full knowledge and understanding of the whole being, causing difficulties for the students. According to our scientists, integration is one of the didactic principles and takes a leading place among them. Such a concept creates the need to once again consider the issue of integration, interdisciplinary coherence and connection in the educational system. Integration into the education system is one of the main tools for solving educational and educational tasks between the school and the public. Integrated lessons teach children to naturally understand the unity of their worldview and the coherence of events. Integration is the convergence and connection of disciplines during the differential process. The process of integration is a stage of connecting the communication between disciplines in a new, high quality, and manifests itself in a high way. It should be noted that the foundations of the integration process are based on long-ago folk pedagogy and scientific pedagogy.

In primary education, the teacher performs the task of integration. It teaches children arithmetic, writing, nature and many basic concepts. He does this to the best of his ability. It is desirable to see integration in primary education on the basis of combining subjects that are relatively close to each other. At the next stages of education, he tries to combine the boundaries of basic sciences. It is necessary to take into account the presence of positive and negative factors in the integration of primary education. These factors determine the methods of integration. Y.M. Kolegin and O.L. Aleksenko point out the negative factors of integration: the limited number of educational subjects - the content of the large amount of acquired knowledge can be supplemented by reflecting the real view of the world, the interdependence of its parts. The need to develop very important reading, writing and numeracy skills. It seems like these things require separate teaching. But the traditional

experience of teaching reading and mathematics also testifies to the wide integration possibilities. In this case, reading as a science includes not only literary texts, but also materials on history and natural science. It includes mathematics, arithmetic, algebraic and geometric materials. Such integration does not prevent the formation of important skills, but rather guarantees their formation. The main goal of integrating education is to lay the foundations of a good idea of nature and society in elementary school and to form their relationship to the laws of their development. That is why it is important for a junior school student to see the subject or the phenomena of reality from several angles: logically and emotionally, in a work of art and popular scientific article, from the point of view of a biologist, a wordsmith, an artist, a musician, etc. Establishing intra-subject and inter-subject connections in mastering the basic subjects and understanding the laws of things in the world is the methodological basis of the approach to the integration of education. can be achieved by determining. Thus, any lesson with a well-formed structure and transfer procedure, which includes a group of concepts related to this educational subject, can be used as a basis for integration. But the integrated lesson includes other subjects, other the results of the analysis of concepts related to educational subjects are included. For example, concepts such as "winter", "cold", "storm" are considered in reading, Russian language, science, music, visual arts classes. The analysis of concepts is integrated in the lessons that refer to the knowledge acquired in other educational lessons. The lesson will be creative and free, but it will also have a unique method of complete, logical sequence.

Many concepts in elementary school, which lay the foundations of general education, are common to science, Russian language, music, visual arts, etc. Currently, it is necessary to develop and test the system of integrated lessons, in which the establishment of connections between the concepts common to a number of subjects is psychological and methodological. should be provided with teaching tools.

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