

## IMPROVING AND STRENGTHENING INTEGRATED LESSONS IN PRIMARY CLASS LESSONS

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### ANNOTATION

The main goal of integrating education is to lay the foundations of a good idea of nature and society in primary school and to form their relationship to the laws of their development. That is why it is important for a junior high school student to see the subject or event from several angles: logically and emotionally, in a work of art and a popular scientific article, from the point of view of a biologist, a wordsmith, an artist, a musician, etc.

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The idea of integrating 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 and the level of preparation for independent work with books, textbooks and other literature and interests are actively formed at the age of junior school based on the differentiation of primary school education, deepening and clarification of some common concepts that are the objects of learning various subjects as the basis of integration and expandable.

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 repeatedly returning to concepts in different lessons, deepening and enriching them, identifying important signs that are understandable to this age. Thus, any lesson with a well-formed structure and procedure, which 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. The analysis of concepts is integrated in the lessons that refer to the knowledge acquired in other educational lessons. In addition to being creative and free, the lesson will have a coherent, logical sequence, and a unique transition 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, where the psychological and methodological basis is the establishment of 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.

Factors contributing to active mental activity during the integration of educational subjects during the examination; the appropriate combination of subjects for integration, the matching of teacher and student actions, the choice of content, methods, methods, taking into account the

age capabilities of children. In teaching on the basis of integration, using new pedagogical technologies and advanced pedagogical technologies, students can expand their worldview, receive education in various subjects in a short time, form their spiritual and moral qualities, improve creative thinking techniques, have a conscious attitude to nature. It is effective in teaching learning, independent thinking and creativity to a high level. In the current era of developed integration, we pedagogues, along with giving new knowledge to primary school students, we educate them in the spirit of national patriotism, form their outlook, teach them how to use time efficiently, and see the world as a whole. Interconnection of sciences is bearing fruit. We see the expediency of using innovative technologies, many exhibitions related to science and the topic, information communication technologies and various didactic games in order to make them more interested in teaching on the basis of integration. In particular, it is aimed at increasing the activity of students based on cooperation. "is to learn to perceive, feel, self-control, express one's thoughts clearly, succinctly and carefully. Summarizing our research on the organization of classes based on inter-subject communication in elementary grades and the positive and negative aspects of the integrative approach to education, the following positive results can be said:

1. Integrated lessons correspond to the level of perceptions of the current world.
2. It gives every teacher the opportunity to see the future possibilities of teaching his subject and to open new aspects of activity, to discover "the world anew" for himself.
3. There is a need to search for new methodical forms of influence on elementary school students, suitable criteria for an integrative approach. This need requires every primary school teacher to work at his own pace and constantly search.
4. Integrated lessons help to form holistic ideas about nature and society in the younger generation.
5. It is possible to generalize a number of subjects in the general secondary education curriculum and reduce the number of subjects on this basis. This, in turn, creates an opportunity to save money and unnecessary efforts spent on education.

Achieving a qualitatively new pedagogical result - that is, not the development of a separate subject, but the introduction of a new philosophy in education, the unity and interdependence of the world helps to increase the effectiveness of the pedagogical process. First of all, it is necessary to determine which lessons are suitable for integration. The basis of such lessons is the proximity and logical connections of the main topics of various subjects.

Literacy classes (teaching to read and write)

Integrated lessons. Integrated education is learning outside the classroom. Here's the whole process:

- A. improvement of reading skills acquired in reading classes as a reading tool;
- B. work on the text;
- C. selection of books, such as selection of interlocutors.

It is worth noting that the success of the public education system in all developed countries is directly related to the correct and effective implementation of comprehensively integrated lessons in this field. The analysis of the relevant literature and the results of our research show that the sciences are interconnected. For example, we analyze this process through the curriculum of grades 1-4.

The field of philology is divided into two:

1. Uzbek language.
2. Mother tongue and reading.

The process of integration between these two subjects is that the goal of both subjects is aimed at students' acquisition of written and oral skills. Integration in the didactic system on an interdisciplinary basis provides for the matching of the actions of the teacher (teaching) and the student (learning). Both activities have a common structure: goals, reasons, content, means, results, control. However, there is a difference in the content of teacher's and student's activities.

At the target stage, the teacher sets a general goal. Under the guidance of the teacher, students should understand the inter-subject relationships, choose the necessary knowledge from different subjects, in which they should focus their attention and thoughts not only on acquiring general knowledge, but also on analyzing personal characteristics, abilities and they should focus on developing their interests. At the proof stage, the teacher encourages students to gain knowledge that expands their worldview, to generalize the concepts of various subjects. Students direct their will to be interested in knowledge that expands their worldview.

At the content stage of the activity, the teacher introduces new educational material, and at the same time draws on basic knowledge obtained from other subjects at the level of integrative arguments, concepts, problem sets. Pupils master general concepts and problems at the level of general knowledge.

At the stage of choosing tools, the teacher uses visual tools that help generalize the knowledge of various subjects - textbooks, tables, schemes, questionnaires, practical tasks. Pupils perform the characteristics of transfer, generalization, attachment in solving integration problems with the help of visual aids.

The next step is the result. The teacher uses pedagogical knowledge to implement integration for the purpose of education, development, education. The student summarizes and applies knowledge in the system.

At the monitoring stage, the teacher evaluates the students' readiness for related subjects, controls them, and evaluates them as mastery. Pupils control the assessment of their knowledge, self-assessment of various subjects, and the ability to combine them. According to the investigations, the methods and tools that support the implementation of an integrated approach include:

1. Heuristic conversations;
2. General conversations;
3. Excursions;
4. Creative works written for the development of speech based on the mother tongue, observations in natural science classes, materials of artistic works;
5. Demonstration methods of education;
6. Independent works;
7. Oral drawing in reading and mathematics classes;
8. Manifestations (pantomimes);
9. Expressive reading of nature images in science classes;

10. Writing dictations and texts on natural science in native language classes (repeating the orthograms of this class);

11. Solving mathematical problems based on local studies, etc.

The introduction of an integration system that does not reject the stratification of education, which complements it, divides into traditional subjects the education of knowledgeable young people who have the ability to independently organize all their knowledge and have the ability to take an unconventional approach to solving various problems. It helps more than teaching. What is the essence of integration of education? The concept of "Integration" related to education has 2 meanings:

1. To create a good idea of the surrounding world in the student (here integration is seen as an educational goal).

2. Finding a common platform for bringing subject knowledge closer (here, integration is an educational tool).

The goal of integration education is not to impart knowledge that shows the interdependence of separate parts of the world system, but to teach the child in the first steps to imagine a whole world in which all its elements are interconnected.

Primary school should fulfill this goal. Integration is a means of accepting new ideas within the boundaries of subject knowledge. First of all, it is necessary to fill the unknown places among the classified knowledge, to establish connections between them.

It is aimed at increasing the knowledge of the learner, updating the narrow specialization in education. At the same time, it is not necessary to take the place of the classical educational prerequisites of integration education, it should only combine the acquired knowledge into a single system. The difficult part of the problem is the dynamic development of integration from the beginning to the end of education. If at the beginning it was necessary to "know a little about everything", then later it is necessary to consolidate scattered knowledge and skills, and by the end it is necessary to "know everything about a little". In other words, that is, this is a new level of integration specialization.

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