INTEGRATED LEARNING TECHNIQUES IN PRIMARY EDUCATION AND METHODS OF USING COMPUTER

Xojamberdiyeva Fotima Nematovna
ASU, Theory of Education and Training and
Direction of Methodology (Beginning Education), 1-Course Master

ANNOTATION

The article provides information about the use of integrated techniques in the further expansion of students ' thinking in primary education, strengthening their knowledge, facilitating skills of acquiring knowledge, as well as working with information technology tools, as well as ways of their application in practice.

Keywords: integrative, innovative, reader, process, method, education, pedagogic, education, person, information technology, integration.

INTRODUCTION

In the process of determining the essence of our integration, it is important to identify its philosophical, pedagogical-psychological and methodological foundations. It is known that the process of teaching and learning is inextricably linked with each other, but education plays an important role in the formation of a human personality. Because education includes the whole set of educational process.

It covers all aspects of integrated education (mental, moral, economic, labor, aesthetic, hygienic, legal, physical education) in the upbringing of a modern person and ensures their interdependence. In the process of integrated education, the reader acquires a comprehensive knowledge of the integrity of the universe, the universe, the laws of nature, the interaction of Nature, Society and people. Nature will be able to feel its beauty, enjoy it, acquire the skills of honors.

In the conditions of globalization of education, the wider application of science-based cohesion is the same necessity. Relying on the principle of interdisciplinary solidarity educational institutions should take into account the practical nature of the educational process. The principle of interdependence of Science provides for the complete assimilation of complex aspects of the subject of interdependence, penetrates the inner essence of knowledge, as a result of which various systems of interrelation, integrative integrity arises.

The implementation of science communication in the educational process has a strong impact on the quality of Education, provides an opportunity to modernize education, expand innovative teaching opportunities, and the teacher, who is able to organize the lesson with the provision of science communication, will not only increase his interest in his science, but will also help to master this science. As a result of systematic implementation of science communication, the relevance of the educational process increases significantly.

One of the main tasks of the school is to formulate a vision and understanding of the world as a holistic, interconnected unit in the students, its global problems as well as the solution to these problems.

In the content of education, the problem of Man and his attitude to the world: man and nature, man and society, man and Man, Man and technology, nature-man, technical-environmental problems are increasingly taking a central place. Science that studies nature cannot be studied once in a class. It is necessary to study it on the basis of continuity and harmony in the system of kindergarten, school. The content of the education of Natural Sciences should reflect the integration and integration of knowledge into various educational disciplines that study the problems surrounding human and nature relation, which leads to qualitatively new changes in the knowledge of Natural Sciences. This knowledge can be manifested as a set of specific synthesis, knowledge of Natural Sciences and humane directions. Their characterization as a systematic and probable method of thinking is one of the distinguishing features of natural knowledge.

The integration of the biosphere, organized on the basis of the same harmony, can effectively determine the place of Natural Sciences in the study of scientific knowledge, human activity, the solution of global issues of the struggle for peace. Ultimately, this leads to a change (in favor of the latter) on the basis of consistency of the little ratio between special knowledge in all school subjects and general-cultural knowledge. In this way, integration, established on the basis of solidarity, manifests itself as the main mechanism of humanization of the content of natural sciences education. In the research, the study of the objects of Natural Science in the system of solidarity "Nature – Science – techno – society – man" showed that the content of natural sciences education is considered to be the only methodological basis of humanization.

Integrated lesson types. The effectiveness of the organization of integrated lessons.

Integrated lesson. An integrated course from the head is an extracurricular reading. Here the holistic process takes place as follows:

-Improvement of reading skills acquired in reading lessons as a book reading instrument;
-Work on the text;
-Selection of books, such as the selection of a circle of interlocutors.

As a result of the checks, these things have been identified, the methods and tools that help to implement an integrated approach include the following:

1. Evristic conversations;
2. Common conversations;
3. Excortions;
4. Observations in the lessons of native language naturalism, creative works written on the basis of materials of artistic works for speech development;
5. Visual techniques of Education;
6. Independent Affairs;
7. Reading, drawing oral in mathematics lessons;
8. Sign-sign images (pantomimes);
9. Expressive reading of nature images in natural science lessons;
10. In the lessons of the native language, dictators of natural science, writing texts (repeating orphagrams belonging to the same class);
11. Solving, solving mathematical problems on the basis of local knowledge, etc.

Also, the positive attitude of the student to the tasks performed in the course of the lesson, the motivation for work, the organization of various games during the lesson will further improve the quality and effectiveness of the lesson. In particular, several readers will be selected or the class will be divided into groups, and a title will be assigned to a task of their choice.

The reader who has chosen the best title will be encouraged. Then the title is given the task of creating a text.

In the lessons, it is possible to pass a lesson using a computer that forms the basis of information technology, make the learning process interesting, give each student an individual approach. In primary classes, the passage of a lesson using a computer creates many possibilities:

First, small school-age children do not have the opportunity to plan an active participation in the educational process in front of them. Therefore, given that the teacher has a strong interest in the game in children aged 7-9, it is worthwhile to introduce to them the concepts of computer-aided information technology, using educational pedagogical or age-appropriate game programs, in which the subjects are structured in a way of play.

Secondly, teaching the elements of Information Technology in the primary classes will serve as the foundation for future business activities of mankind. Great responsibility to the teachers puts the issue of the implementation of the state program. Bunda dictates that the different thinking, ability, memory skills of students should be taken into account by the teacher, that is, the organization of the lesson by differentiating good, medium and low self-mastering students.

It is known that various problems arise when working with students whose thinking skills are high or low and for certain reasons have left many lessons. It is desirable to use a computer in successfully solving these problems in the lesson.

Students with high thinking skills can get acquainted with new information using computer further kuchaytiradi their knowledge. It also gives the opportunity to perform more complex exercises. It provides a great opportunity for learning pedagogical programs on the computer to help the students who have mastered sluggish in an individual way, to fill the gaps in the knowledge of children who have left a lot of lessons

REFERENCES

1. Asqar Zunnunov. Pedagogika nazariyasi.-T.: «Aloqachi»,2006.
2. Farberman B.L. Ilg'or pedagogik texnologiyalar. - Toshkent: O'zRFA «Fan» nashr., 2000.
3. Mavlonova R. va boshqalar. Pedagogika.-T.: «Yangi avlod asri» 2003.
4. Tolipova J, Numonova N. Ta'lim-tarbiya jarayonida zamonaviy pedagogik texnologiya «Xalq ta'limi» jurnali, 3-son.
5. G'afforova T. va boshqalar. Ta'limning ilg'or texnologiyalari. - Qarshi: «Nasaf», 2003.