



THE ESSENCE OF INTEGRATION IN PRIMARY EDUCATION CLASSES

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Article history:	Abstract:
Received: 28 th August 2021 Accepted: 1 st October 2021 Published: 16 th November 2021	This article claims to improve the strategies and mechanisms of interactive education in the education system on the basis of modern development principles, to incorporate new theoretical and practical knowledge about the laws of nature and society into the content of education. Priority will be given to the formation of competencies, social life experience and training of creative professionals so that pupils acquire knowledge that is important for various fields of science. This, in turn, is a key link in the continuing education system, and integration issues are addressed in this article.

Keywords: Integration, Natural Sciences, Primary Education, Knowledge, Skills, Competencies, Ability, Science, Technology, Modern Development, Principle, Improvement, School, Pupils, Lesson, Form, Method, Tool, Nature, Society, Environment, Human And Nature.

Integrated subjects, which form the basis for the improvement of knowledge about nature and society around the world, are included in the curricula of many countries. This suggests that integrated sciences, especially those with a focus on the natural sciences, are a key tool in shaping environmental responsibility in pupils in the global community. Therefore, the integration of disciplines in the curricula and programs of secondary schools plays an important role in harmonizing the relationship between nature and society, the formation of responsible relations with the environment.

Moreover, today along with the improvement of the education system, its integration is also important. It has become a requirement of the time that pupils not only have in-depth knowledge, but also develop their professional skills through the thorough acquisition of skills. One of the important factors of the effectiveness of education is the effective organization of educational activities, the correct use of various forms, methods and tools in the classroom, their application in an integrated manner. It is done through integrated learning.

According to B.S. Abdullaeva it is methodologically and didactically substantiated that the provision of interdisciplinary connection in the educational process is an urgent pedagogical problem. The author first developed the theoretical and practical basis of the process aimed at the study of mathematics in relation to the social sciences and humanities [1].

The aim of establishing interdisciplinary links in primary school is to create in pupils the necessary perceptions of the number, shape, color of subjects, and to create the basis for a thorough study of subjects in the upper grades. The peculiarity of the development of observation in primary school pupils is that at the same time as the study of natural objective existence, the studied events and sciences are abstracted from the concrete content to everything that does not belong to the most general aspects of the material world. The great power of the sciences is also in the generality of the concepts, which allows for the establishment of many connections in all respects with other academic disciplines. [7].

According to M.N. Berulava, the integration of educational content means the process of interaction of structural elements of educational content and its outcome, which is accompanied by an increase in the structure and density of students' knowledge [2].

It is known that in the primary classes "Natural Science" (The science of Nature) classes are considered to be the main educational science, while giving a preliminary idea of Ecology. These disciplines are very important in reshaping environmental culture. [8].

According to A.V. Usova, the impact of interdisciplinary communication on the education of pupils is achieved by improving the internal logical structure of teaching methods and techniques [11].

Interdisciplinary lessons play an important role in teaching primary school pupils teaching materials. In doing so, the student realizes the importance of the knowledge gained. Carrying out this process on a planned basis in science, mathematics, native language and other subjects plays an important role in the deepening of knowledge of pupils, their upbringing as independent people with a broad outlook in all aspects of life.

The integration of the learning process plays an important role in developing the independent thinking skills of primary school pupils. The textbooks pay great attention to this. In particular , an analysis of the scientific and

methodological articles published today shows that interdisciplinary links in education, especially in primary education, receive little attention. However, the issue of interdisciplinary connection in primary education is one of the means of attracting primary school pupils to study and acquire knowledge. This problem can be easily solved by the main fact that the primary education teacher teaches all the subjects himself [7].

The work experience of advanced primary school teachers shows that all subjects in primary education can be organized in an interconnected way. This does not require much from an elementary school teacher, only that he or she is given information about each subject in other lessons, its properties, and its integral connection with the subject being taught.

The main role of the pupil in the educational process gives the opportunity to solve the following pedagogical tasks:

- to enable the pupil to the emergence of a need for the assimilation of knowledge and information about the future profession;
- the formation of a conscious approach in relation to the choice of profession;
- formation of skills of independent activity;
- implementation and improvement of pupils' independent thinking skills, analysis of the essence of theoretical and practical knowledge, conclusion, generalization in this regard, as well as their implementation in their practice [9].

According to I.D.Zverev, "Integration is the process of creating interconnectedness, integrity. In teaching, it can be considered as a result of a single synthesizing course based on the combination of elements of different disciplines "[3].

The concept of integration is an important scientific term, it is a methodological tool in generalizations, conclusions, because it is used to create algorithms of general harmony between the content of processes and events.

According to V.A. Lazareva, a promising form of organization of educational content is the introduction of integrated lessons and courses that implement interdisciplinary communication, which is an increasingly widely accepted type of integration in educational practice [6].

The process of integration is always useful in conducting research and generalizing and supplementing the content of education in different disciplines and helps to ensure the achievement of the intended goal.

Indeed , in the 80 s, efforts were made to intensify the teaching process, to ensure interdisciplinary communication in the educational process, approaching it from the point of view of its scientific and theoretical development. Different aspects of interdisciplinary connection are studied in the educational process:

- in particular, a didactic tool to increase the effectiveness of the acquisition of knowledge, skills and abilities;
- as a condition for the development of cognitive activity of pupils in educational activities, the formation of their cognitive abilities;
- It is argued that it is impossible to follow the scientific principle of interdisciplinary communication in teaching and to ensure interdisciplinary communication in the teaching process within a single subject.

In the 90s, in didactics, serious attention was paid to the problem of interdisciplinary communication in the educational process. Based on the analysis of these problems, methodological directions of interdisciplinary communication in teaching were identified. Moreover, the research conducted under the direction of V.N. Fedorova is important because it describes the theoretical foundations of interdisciplinary communication.

The didactic aspects of ensuring interdisciplinary communication in the learning process are not limited to the expression of different knowledge and concepts in the content of certain academic disciplines. In pedagogical research on interdisciplinary connection in teaching, it is necessary to look at it as an independent field of research as an opportunity for pedagogical influence on the developing individual.

Research conducted in recent years also pays special attention to the educational significance of interdisciplinary communication in the educational process. It is necessary to emphasize the role of the teacher in the implementation of educational activities in the teaching process in a pedagogical environment with interdisciplinary links.

In the process of interdisciplinary communication in the learning process, along with the effective development of pupils' knowledge, an increase in their cognitive abilities, activities, interests, intellectual potential is achieved. The curriculum for the subjects in which the subjects are related in the learning process should be understood as a didactic opportunity to ensure the coherence of the textbooks. N.K.Chapayev selected areas of integration determine the composition and structure of the integrative process. The structure of the integrative process is the set of objects that interact and form a new whole [13].

The rapid development of science and technology in foreign countries poses complex problems for scientists. Therefore, the introduction of new theoretical and practical knowledge about the laws of nature and social development in the content of education, the formation of the necessary knowledge and skills in the interaction of all disciplines, social life experiences and knowledge important for students in various fields of science. It is extremely important to train existing teachers.

In order to solve these problems, in order to scientifically substantiate the interdisciplinary connection in the educational process, it is necessary to choose the content of each subject in the interdisciplinary relationship, to form an interconnected system of disciplines using the latest innovative pedagogical technologies.

It is necessary to rely on the essence of the interdependence of all academic disciplines through the assimilation of natural knowledge in primary school pupils, therefore , to identify new aspects of teaching subjects in the social

sciences and humanities. When interdisciplinary connections are made in the learning process, pupils are provided with interconnected knowledge and concepts.

Hence, interdisciplinary relevance is necessary to fully disclose the content of the study topics. Also, interdisciplinary connection allows to study the content of the lesson topics, to highlight the important rules and to activate the following processes:

- reducing the likelihood of a subjective approach to determining the state of interdisciplinary relationships in the study of educational topics;
- to draw pupils' attention to the main aspects of academic disciplines, which are of paramount importance in revealing important ideas of science;
- Gradual implementation of organizational work on the use of interdisciplinary communication in the educational process, using various types of didactic tools to effectively expand the scope of creative initiative and independence of learning activities, effectively complicating comprehension;
- to achieve the harmonious development of academic disciplines with the help of various didactic tools;
- Establishment of creative cooperation between teachers and pupils;
- Formation of pupils' scientific outlook on the basis of modern requirements in harmony with social life, through the connection with the disciplines of the natural sciences.

Integrative function is a function that connects general education and vocational education. In this case, the organization of the systematization of knowledge, combining all the set of constituent elements of the content of education - knowledge, skills, competencies, norms, pedagogical systems, mutual integration and comprehensiveness of events, concepts, ideas, theories in pupils in different disciplines and technological processes. is the formation of the ability to establish the presence of a connection [10].

An interactive course of education is a visual education system that explores the secrets of creating visual, skill based on deepening and expanding integrative knowledge. The system of visual education is built on the basis of different types, forms, methods, objects [4].

The school is described in the natural-scientific education system. Methods and means of integration in the integrated network of knowledge, depending on the place of training in the curriculum, the amount of time to complete the course is characterized by the level of mastery of pupils: multi-purpose and diversity, as well as multifunctional.

The need to work with ideal objects for the spiritual analysis of nature, society, man's real world leads to the fact that this object depends on the methods of thinking. In the process of understanding universal categories, there is a material impact. The resulting category type not only reflects the fact that its influence has led to the definition of universal categories, but also shows the ideal direction of thinking.

According to A.A. Khasanov, interdisciplinary interdependence is a complex pedagogical problem, reflecting the commonality and interdependence of educational, pedagogical and developmental goals in the teaching process, the implementation of which is complex [12].

Indeed, the integration of knowledge requires a unique approach to education. Moreover, the description of the training material in a generalized system shows the need to use problem-based, modular, person-centered learning technologies in the educational process.

The idea of integration in education requires a reconsideration of the structure and content of academic disciplines, the creation of a new generation of textbooks and manuals. Interdisciplinary integration requires the generalization of sciences, the development of qualitatively new ones in other sciences, especially in the natural and exact sciences [5].

The purpose of teaching can be achieved only when the knowledge of pupils in the lesson and the pedagogical activity of the teacher are organized in harmony with each other.

Indeed, the professional pedagogical activity of the teacher on the basis of an integrative approach is carried out on the basis of "Teacher- pupil" interaction, and in this process the educational and developmental purposes are realized. Therefore, in the study of professional and psychological training of the future teacher, it is expedient to focus primarily on the communicative ability. In modern psychology, there are several approaches to the study of communicative competence, its conditions and factors of finding content.

Hence, the integration of subjects in the primary classes increases the effectiveness of the lesson, leads to the efficient use of time, helps to master or teacher the lesson in depth, leisure time is increased and involved in clubs. The development of the theory of the application of integration in the teaching process is the development of scientific and pedagogical concepts, fundamental and important. Integration is inextricably linked with differentiation. This coherence is evident in the fact that pupils build a system of aspirations to understand what they are reading.

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