

IN PRIMARY EDUCATION INTERDISCIPLINARY TECHNOLOGY OF  
ORGANIZING INTEGRATED LESSONS

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**Abstract**

In the article, interdisciplinary integration in primary education improvement methodology, the possibilities of developing students' thinking in teaching, the principles of choosing educational materials related to the content of these academic subjects, as well as the fact that interdisciplinary integration of education and upbringing in elementary school students is an important factor in nature protection, and In the course of the lesson, the situation of teaching natural and native language subjects in the context of interdisciplinary integration is presented.

**Keywords:** interdisciplinary integration, thinking, knowledge, efficiency, improvement, school, students, content, form, method, tool, knowledge, skill, competence, competence, lesson.

It is possible to understand the interdependent development of various events that occur in nature and society, and the connections between them, only on the basis of the integration of sciences. Studying natural and social sciences separately leads to the formation of scattered knowledge about them. Such knowledge does not allow the creation of ideas about the unity of nature and society, the role of humanity in nature, the need for a systematic approach to the correct understanding of the essence of global problems facing humanity and its rational solution.

In fact, the basis of integration is interdisciplinarity and finds its development in the idea of integration. The study of subjects with an integrative content is considered as a factor that ensures the knowledge, working methods, and personal qualities of future specialists.

It is known that increasing the number of academic subjects does not always bring positive results. Because today's modern technology requires not chasing after quantity, but quality changes as well [2].

Interdisciplinary integration in primary education the main goal of improvement is to lay the foundations of imagination about nature and society and to form one's attitude to the laws of their development in the general education school. Therefore, it is important for a school student to see the events of science or events from several angles. Mastering the basic subjects and teaching intra- and inter-discipline relations 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 knowledge that is understandable to this age. Thus, any lesson that includes a group of concepts related to the subject of study can be taken as a basis for integration.

In particular, the connection between school subjects, ensuring mutual dependence, imparting knowledge to students according to a certain classification, and forming interest in learning about nature in them is prominent.

In the course of the lesson, the teaching of natural and native language sciences in the context of interdisciplinary integration creates interest in students, as well as the realization of interdisciplinary connections in their education, the understanding of the essence of nature, the processes and changes that take place in them, this study It is important in creating the process of formation of integration concepts in students by comprehensively imagining general and specific concepts in the content of educational sciences, putting them into practice, and creating content of skills and qualifications [3]

Interdisciplinary integration in primary school students The concepts that are the basis for improvement are divided into the following groups:

1. Generality and coherence of events that occur on the basis of interdependence of inanimate and animate nature.
2. Implementation of interdisciplinary connection by using in understanding the life processes and variability occurring in living organisms, solving educational problems.
3. The need to study phenomena and events in material existence, causes of environmental disasters and measures to eliminate them.
4. Ways to learn the laws of nature and use them effectively and rationally.
5. Causal connections in the interdependence and development of natural phenomena.
6. Man is a social being.
7. Conservation of nature is the basis of preservation of life on our planet.

Interdisciplinary integration develops students' thinking ability and increases their independence. Also, along with the development of their interest in science, it forms work skills and qualifications and greatly helps to educate culture [ 7 ].

Being in direct, active communication with nature accelerates the process of mental activity organized by schoolchildren. This situation affects the way of thinking of students, creates interest in learning about nature and improves their mental abilities.

As an object of learning, nature has the opportunity to provide schoolchildren with sufficient information about natural phenomena, their characteristics, their interrelationships, and the importance of the natural environment in human life..

In particular, the teaching of natural sciences and native language in the context of interdisciplinary integration to elementary school students forms a careful attitude towards the

environment and nature in them, and they feel the interrelationship of living and inanimate nature. It also creates interest in learning about nature.

A theoretical analysis of the content of the subjects taught in general education schools shows that their teaching in the context of interdisciplinary integration is expressed to one degree or another. Each of them is important in the implementation of Mayan tasks and encourages students to get closer to nature, to be in constant communication with it.

However, it should also be noted that the possibilities of educational subjects in forming interest in learning about nature among schoolchildren are not the same. In this place, the leading place of academic subjects, the expression of knowledge based on a certain system and sequence in their structural structure, provides students with reasonable information about natural phenomena, objects and processes. getting, allows to form interest in learning about nature in them.

Integrative learning offers a movement from simple to complex, from knowledge to science, from chaos to harmony, from curiosity to mastery and creativity. The child gets acquainted with the "bricks" of the creation of the world, refers to the beginning of the world, the appearance of man on earth. S ' seeks to reveal the secrets of words, numbers, green symbols, ancient legends. He embarks on a journey through space and time. Thus, the child feels the beauty and diversity of the world that should be opened every day.

Implementation of interdisciplinary integration in the educational process by analyzing facts, understanding the essence of cause-and-effect relationships in the study of events and processes, applying previously acquired knowledge of academic subjects in new situations prepares the ground for achieving conscious mastering of educational material [1].

Based on the above points, taking into account interdisciplinary integration, the curriculum of general education schools should be analyzed in accordance with the content of the programs of educational subjects, determining the coherence between them, i.e., interdisciplinary integration, the age and psychological characteristics of students. taking into account, implies application in the process of education.

The didactic nature of integration of academic subjects is determined by the need to develop the order and rules of pedagogical activities that allow to determine the conceptual structure and methods of forming new knowledge in various academic subjects [9].

In the development of independent thinking skills in schoolchildren, the use of the interdisciplinary communication mechanism in the educational process is of great practical importance. By summarizing the ideas and knowledge formed during the study of natural and native language literacy, certain skills and competencies are formed in the educational process of the socio-humanitarian category based on interdisciplinarity [4].

In order to scientifically justify interdisciplinary communication in the educational process, it is necessary to create its methodological and didactic infrastructure, to ensure the interrelatedness of academic subjects using innovative pedagogical technologies used in the educational process. Interdisciplinary integration in the educational process the effectiveness of the activities carried out in the field of provision mainly depends on the meaningfulness of the creative research and activities of the teachers of educational subjects.

The following results can be achieved on the basis of the teaching of academic subjects in general education schools in relation to each other:

general education curricula and training programs will be optimized;

as a result of the reduction of several subjects in general education schools, there is an opportunity to teach foreign languages or physical development from school age;

independent and logical thinking, abstract thinking skills are formed in school-aged students;

comprehensive concepts and ideas about nature, society and science, and life skills are formed in students.

Interdisciplinary integration in the educational process sources of content-related subjects should be selected very carefully. Only then will the scientific-practical level of the studied material increase [ 5 ].

in the process of integration of primary school subjects, it should be aimed at deep acquisition of certain knowledge by students. Modern science and education systems rely on the process of interdisciplinary integration to create a holistic theory to explain human and personality development.

Today, great importance is attached to the use of integrated education in the educational process. The structure of integrated lessons requires the accuracy and consistency of the studied materials at all stages of learning, careful study and logical interconnections. This includes the fact that the educational material in the program is compact, and besides, learning the educational material can be achieved by introducing some modern methods of organization [8].

The importance of lessons organized for primary school students in the context of interdisciplinary integration is great. In this, the student will understand how important the knowledge he has received is. Implementation of this process based on the curriculum in natural sciences, mother tongue, mathematics, technology, education and other classes is important for students to gain deep knowledge, to be able to think independently in every aspect of their life, and to be educated as a person with a broad worldview. rin takes over.

When teaching through the integration of subjects, it is necessary to pay attention to the following:

each lesson should be aimed at a specific goal;

selected additional material related to interdisciplinarity must be connected with the subject; it is possible to determine ways to work with students in order to increase their activity; the lesson should not be only educational, but should be aimed at educating students in humanitarian aspects;

based on the content of the subject, scientific knowledge about nature, society, human thinking, development should be aimed at forming trust and faith in the future of our country.

From an organizational point of view, integration provides the character of integrity to the teaching process and ensures the commonality of constructive-content and constructive-organizational technologies. It also brings the process of interconnectedness of learning to a new organizational basis and ensures the individual harmony of collective forms, independent education and self-reflection of the student at the stage of mastering the educational content without the direct participation of the pedagogue. They help in the educational process.

Various integrative processes can be improved in teaching and introducing methodological functions of integration. Therefore, integrative teaching, represented by a high level of knowledge integration, is a specially organized process of its interrelation based on the internal commonality of the components that make up teaching and learning, and commonality is achieved in teaching [6].

The main goal of integration in education is to lay the foundations of a good perception of nature and society in elementary school and to form one's attitude to the laws of their development. In this process, as a result of the systematic implementation of interdisciplinary integration in higher education, the relevance of the educational process increases significantly.

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