

Pupils through Integrated Classes in Primary Grades Broaden your Horizons

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ABSTRACT: The article discusses interdisciplinary integration and its importance in primary education. Features of broadening students' worldview through integrated lessons have been studied.

KEYWORD: integrated lessons, innovative teaching methods, educational content, quality of education, lesson efficiency.

Implementation of interdisciplinarity in the educational process has a serious effect on the improvement of the quality of education and expands the possibilities of modernization of education and innovative teaching. In studying the process of integration, the didactic scientist Jan Amos Comenius expressed the following thoughts: "Everything related to each other should be studied as it is." Many pedagogues later approached the idea of interdisciplinarity and contributed to its development and generalization. According to the idea of D. Locke: "In determining the content of education, one subject should be supplemented with elements and facts of other subjects." Likewise, I. V. Pestalossi, in his didactic article, elaborated on the issue of inter-discipline connection in textbooks: "Bring the related subjects to your mind, realize that they are in a state of organic connection in nature." - he says. Pestalossi emphasizes that it is even dangerous for one science to drift away from another. The importance of interdisciplinary communication and integration in teaching and learning in schools has been considered by many pedagogic scientists. Among them, I.D. Zvernov, M.A. Danilov, V.N. Maksimova, S.P. Baranov, N.M. Skatkin; psychologists Ye.N. Kabanova-Miller, N.M. Polizina, Yu.A. Samarin, G.I. Vergelis; Methodist scientists M.R. Lvov, V.G. Goresky, N.N. Svetlovskaya, Yu.M. Kolyagina, G.N. Pristupa and others. Scientific works of a number of scientists T.L.Ramzayev, G.N.Akvilev, N.YA.Vinelkin, G.V.Beltyukov are devoted to the problem of inter-subject and intra-subject connections in primary schools.

Currently, special attention is being paid to the problem of integration. I. Kalojvari and L. Pechnikova, who recognized integration as a methodological phenomenon, wrote "How to organize an integrated lesson?" in his article entitled: "The future of integration is bright. As a result of this method, an active and multifaceted image of the world is formed in the minds of students. Pupils begin to actively use the acquired knowledge in practice. Because his knowledge more easily identifies the specific features of practice, he starts to think in a new way, he quickly learns the science, and it clarifies his relationship to other sciences."

It is necessary to pay attention to integration in order to achieve lesson efficiency in teaching elementary school students. E. Smirnova in the article "Own without being" says: "The following subjects can be integrated in the first grade: reading, writing, fine arts and work. Only reading and only writing makes the

child very tired and causes negative feelings in him. A 1st grade student should not lose the desire to study in the first lessons. The spark in his eyes should not go out. When ranking the above-mentioned subjects, attention is paid to keeping and activating the student's learning process, interest." In the 2nd grade, it is possible to integrate the subjects of reading, mother tongue, science and visual arts. In the 3rd grade, it is possible to use options with the possibility of integrating subjects. It should not be forgotten that there are already integrated courses in the educational system. Literacy classes have integrated reading and writing since the time of K. D. Ushinsky. Now, in the 1st grade, reading and writing are taught for half a year. Extracurricular learning is also integrated. It is a whole process: the book as a reading device, the development of reading skills learned in the lesson, the text as an art of words, the development of speech, the world of books, as a circle of interlocutors. Natural science has always been integrated: natural science and geography. Mathematics is basically arithmetic, elements of algebra, geometry, arithmetical materials will help to learn better. At the same time, it lays the foundation for learning algebra, geometry, labor education. Studying the integrated courses mentioned above - native language, studying - natural science, studying - natural science, studying - visual arts, studying - natural science - visual arts, native language - studying - visual arts, study - natural science - work, mother tongue - natural science - visual art can be combined.

Integrating subjects in elementary grades increases the efficiency of the lesson, leads to efficient use of time, helps to learn the lesson in depth, increases free time and involves in clubs. It is possible to integrate mother tongue, reading, nature, visual arts lessons in primary education. For example, in order to pass the theme of Uzbekistan, my homeland, the theme is explained, natural resources and their appreciation are considered, and a picture is drawn based on the theme. This helps the child to better understand the subject, increases the possibility of wider and deeper understanding, helps to remember it for a long time. This increases the effectiveness of the lesson. Even if mother tongue, reading, mathematics, labor lessons are integrated, a good result is achieved. In this case, the student understands the lesson well. For example, if the topic "Autumn" is taught, the topic is read, explained, problems related to harvesting are solved, fruits can be made in labor lessons. Then it makes it possible for them to master the lesson perfectly.

For example; In the orchard, students picked 35 kg of apples on the first day, and 45 kg on the second day. How many kg of apples did they pick in total? $35+45=80$ answer: 80 kg. Based on this problem, they can draw a picture of fruits. In one lesson, the child learned about autumn, found out about fruits, drew a picture, and solved a problem about autumn fruits. Thus, the student will have a lot of information in one integration lesson and will remember it for a long time. Mathematics, physical education, nature, and music lessons will be useful if they are incorporated. Listening to music, solving examples on the topic, making things - all this serves to increase the effectiveness of the lesson.

It is necessary to pay attention to the following when teaching subjects by integrating them.

- each lesson should be aimed at a specific goal;
- selected additional material related to interdisciplinary relations 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 topic, knowledge about nature, society, human thinking and development should be aimed at forming trust and faith in the future of our republic. This broadens the student's worldview. In general, the integration lesson should be compatible with each other (thematically) and should be structured on the basis of a careful plan.

It is easy for a primary school teacher to switch to integrated classes, because he alone teaches all subjects. The younger the student, the less he knows. Therefore, the possibilities of integration are limited at the

beginning. It is necessary to use and develop internal and interdisciplinary connections in primary education. Integration in primary education has a "little bit of everything" method. Children get acquainted with a lot of events, concepts, and sciences in primary education, but they get an elementary understanding of them. In the following years, they fill and expand their existing knowledge. Therefore, it is necessary for the teacher to avoid monotony and teach in various forms and methods. Integrated classes remove fatigue and tension from students; teach alertness and responsiveness due to the transition from one type of activity to another. But in 1-2 grades, it is recommended not to give too much to integrated lessons. Because the child's knowledge base is not much, grammatical, mathematical and technical skills have not yet been formed. Because integration expands the existing topic, requires in-depth analysis, summarizes phenomena, their scope of knowledge expands at the expense of other disciplines. Students may not be able to do so much work independently. In turn, many demands are placed on the teacher. An integrated lesson requires additional training, great knowledge, and high professional skills from the teacher.

The educational process requires great intelligence, patience, great love for students and their profession from every teacher. The ability of the teacher to be constantly searching, gaining knowledge and experience, to deeply understand students, to notice their inner world, to control the levels of growth and development and to help when necessary, is the success of the education and upbringing process. Are the enabling factors.

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