



THE PLACE AND IMPORTANCE OF THE INTEGRATIVE APPROACH IN PRIMARY CLASSES

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Abstract. This article shows how important it is to conduct lessons in primary classes based on an integrative approach and how important the role of interlinking subjects in the education system is. The methodology of the integration of disciplines was developed, suggestions and recommendations were given.

Key words. Primary education, integrative approach, competence, communication, cognitive system, cooperation, teaching process, quality of education.

Introduction. Today, the main goal in education is to convey knowledge to students in a simple, clear and understandable way. The main focus is on the primary school period. After all, it is during this period that students form the most basic knowledge, skills and abilities in their lives. During this period, they are taught reading, writing, and counting skills. This serves as a solid foundation for children's future careers.

When children go to school and acquire knowledge, their intellectual, emotional and social development begins to rise. As a result, they better understand their peers, people, relationships and events around them, and their responses are formed. Acquiring basic educational skills increases students' self-confidence. It creates a feeling of being able to do everything. This will create a basis for finding a place in society in the future. They help to enter into social relations. This is formed during the course of the lesson. That is, she prepares students to work in groups, to complete tasks together, and to engage in mutual communication. In addition, since school life is structured according to a specific regime, they are taught to follow the rules. Discipline is the key to success.

Materials. Knowledge acquired in primary education serves as an important foundation for students' future success. Therefore, it is very important to get quality education at this stage. The role of interdisciplinary integration in improving the quality of education is incomparable. Since the importance of integration is very high today, many researchers are studying it and exploring new perspectives. This shows how relevant it is. For example, Kh.B.Norbotayev, N.M.Salohiddinova, N.Sh.Toshpolatova conducted scientific research on the relevance and importance of integrating subjects in primary education. The processes of internationalization of the world education system are putting new tasks before the national education system. In particular, one of the main tasks of schools today is to form students' ability to see and understand the world as a whole, interconnected unit, its global problems and solutions to these problems. At the same time, expanding the global innovative-integrative educational environment through the integration of advanced foreign experiences, improving the mechanism of optimizing the dynamics of innovative-professional growth based on the acmeological approach becomes important [3].



Processes such as harmonizing the interrelationship of nature and society, forming a sense of responsibility for the environment are recognized as an important task of the integration of sciences in the DTS, National curriculum and curricula of the general education schools of our country [4 ; p.5].

The methodology of socio-humanitarian, natural-scientific and technical knowledge in the process of understanding science in N.M. Salohiddinova's research works is based on interconnection. On the basis of integration, she thought that the natural sciences are clearly manifested in the instructions of the biological world, in solving the current problems of the time in the study of human activity, and in increasing the level of internality in the mastering of today's students [6; p.60].

According to N.Sh. Toshpolatova, she researched the importance of interdisciplinary relations in the development of the scientific worldview of elementary school students. The problem of integration is still one of the controversial problems among scientists due to the fact that the various existing opinions and views are contradictory and incoherent. In modern times, the system of imparting knowledge is aimed at establishing the foundations of science at a high level, developing thinking, perceiving and understanding the world as a whole, educating young people who correctly accept the events happening around them and deeply understand their essence [7; p.72].

B.S.Abdullayeva's scientific-research works recognized ensuring the interdisciplinarity in the educational process as a pedagogical problem. He justified that it is relevant from a methodological and didactic point of view. The theoretical-practical foundations of ensuring interrelation between academic subjects in social and humanitarian fields have been developed. [1; p. 47].

In the scientific works of D.J.Botirova, she commented on the goals and tasks of integrated lessons in primary classes and the importance of interdisciplinary relations. The main goal of the integration of education is to form a good perception of nature and society in primary school and direct one's attitude to the laws of their development. That is why it is important for a junior high school student to see the subject or events from several angles. She gave an example of the methodical basis of an integrated approach to education, teaching intra-subject and inter-subject relationships in mastering basic subjects and understanding the laws of things in the world [2; p.179].

According to S.B. Nurmatova, in the use of integrated education in elementary school, the main focus is on the correct organization of lessons and the teacher's activity in the process of conducting them. And without burying students with additional material, they should also give them examples that are not in the book: various poems, excerpts from works of art, proverbs, riddles and other materials that arouse lively interest in students and affects. When determining the content of each lesson, intra-subject and inter-subject connections are taken into account. After determining the content of the lesson, the teacher determines what ideas and concepts will develop in it, what knowledge and skills the student will acquire[5; p.61]. Many research scientists are working in various fields to further develop integration and make it more effective. We can see the positive results of integration in various fields.

Research methodology. The use of the methodology of an integrative approach to improving the effectiveness of primary school classes helps to achieve the expected results. This methodology ensures high-quality and effective education, and lessons organized on the basis of interdisciplinary connections lead to successful results for students. First of all, it is



necessary to determine the place and importance of the integrative approach in primary classes. Special attention should be paid to the creation and organization of lessons in this direction. The use of interdisciplinary integration in lessons is aimed at studying and researching the impact of students on mental, emotional, social skills, quality of education, motivation, competencies.

When creating integrated lessons in primary grades, it is necessary to set a clear goal:

1. How does an integrative approach improve the quality of education in primary schools?
2. How does the motivation and interest of students change through an integrative approach?
3. How does the integrative approach affect the cognitive development of students?
4. How does an integrative approach develop students' social skills? As a result of searching for answers to urgent questions, solutions to the problem begin to emerge.

The use of different methods in the course of the lesson increases the effectiveness of the integrative approach. For example, in primary education, it is appropriate to use the "Questionnaire" method for an integrated lesson on an optional subject, consisting of questions that are not large, do not cause difficulties, and do not require much time to think. The questions reveal the importance of integration. Through this, it is possible to determine the effectiveness of the integrative approach. It is advisable to carry out control work to determine the level of students' acquired knowledge. Analysis of the obtained results helps to measure the impact of the integrative approach. In addition, conducting an open conversation with students, studying their opinions, and based on their interests and suggestions, will be the basis for creating future integrative lesson developments. This will increase the interest of students.

Results and discussion. Integrated teaching of subjects in primary grades ensures that students gain comprehensive knowledge and consciously master concepts. The integrated curriculum is of great importance in making interdisciplinary communication more effective and interesting in the course of the lesson. That is, the program, which includes several topics, provides students with knowledge in a clear and simple form. It allows the educational process to be qualitative and meaningful.

In the course of the lesson based on the curriculum, it is necessary to gather related subjects or concepts that unite around the main idea. It is appropriate to organize them based on induction-deduction. As a result of combining the content of topics from different fields, students become interested in other subjects and provide a consistent experience in learning them. In primary classes, lessons are mainly connected with the life of society. Pupils are introduced to the society and given preliminary education on how to establish relationships. The biggest achievement of this process is that the student implements the knowledge he has gained about society every day in real life. It will be relevant and interesting for students. As a result, it helps to gain deeper knowledge, creative and critical thinking, development of skills.

Interdisciplinarity requires cooperation not only from students, but also from teachers. Each subject teacher learns new things for himself, gets rich experience, and can use the resources acquired during the lesson wisely. Using these discussions, it is possible to organize a more interesting and meaningful, complementary education for elementary school students.

The use of interdisciplinary integration in the elementary grades, incorporating several subjects in the course of the lesson, provides students with comprehensive and enriched knowledge. In this process, students develop several competencies at the same time. Intellectual understanding of integrative connections also forms the ability to apply the acquired knowledge in real life. This will increase the quality of education. It ensures the growth of students' interests. In interdisciplinary communication, students greatly contribute to the formation and

development of the necessary cognitive systems to solve the problems they face. It ensures expansion of worldview, independent decision-making, team work and communication. These skills are important for students' social success and prepare them for future teamwork.

Conclusion. Implementation of the above methodology for researching the role and importance of interdisciplinary integration in primary grades will help to determine the effectiveness of this approach in the educational process and evaluate its impact on students. As a result, it serves as a basis for improving the quality of education and more effectively applying an integrative approach. It increases students' interest and motivation, helps them to develop into a perfect person in all aspects. Lessons conducted for elementary school students based on an integrative approach form their abilities, promote teamwork, promote social and cultural development, support cognitive development, encourage independent decision-making and problem-solving. With the help of an integrative approach, students become more active and successful in the educational process.

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