Teaching Through Integration Method in Primary Education

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Annotation

This article discusses about the issue of teaching sciences through integration in the primary education system. The author analyzes the role of integration processes in improving the effectiveness of lessons in primary education, increasing students' knowledge, developing the creative potential of pedagogical teams.

Keywords: education, primary education, worldview, thinking, science, interdisciplinary integration

Today, the use of world experience in teaching science is a requirement of the times. Therefore, in order to provide modern education to schoolchildren, it is important to establish science-based teaching.

Integration is the deepening and enhancement of interdisciplinary knowledge (integrative knowledge), their formation. It is based on different types, methods, techniques, objects of interdisciplinary integration. Teaching elementary school students, who have just entered school, by connecting subjects to each other and using a variety of methods, increases students' interest in the lesson and increases their knowledge and scope of thinking. serves to further expand.

Classification of integration can be used in the following cases. For example:

a. based on goals and challenges
b. based on the functions of the school in the natural-scientific system
c. on the basis of interconnected branches of science
d. on the basis of methods and ways of integration
e. based on its place in the curriculum
f. based on the time spent studying the lesson
g. based on the level of difficulty for students, etc.

It is obvious that teachers who use such principles in their lessons usually set themselves a number of goals and problems, which makes the teaching process interesting and demanding.

Combining disciplines in a modern school is one of the directions in the development of the creative potential of pedagogical teams in order to seek new pedagogical solutions, to have an effective and rational impact on students.

For example, in the process of teaching computer science to small school students, it is expedient to establish links between such disciplines as Russian language, mathematics and others.

However, not every combination of different subjects in a single lesson automatically becomes a single lesson. There has to be a teacher's skill that makes it an integral part of the lesson.

In the process of defining the essence of integration, we have identified its philosophical, pedagogical-psychological and methodological bases. It is well-known that the process of teaching and upbringing are inextricably linked, but upbringing is of paramount importance in the formation of a person's personality. Because education is the whole process of education. Modern intellectual education covers all aspects of integrative education (mental, moral, economic, labor, aesthetic, hygienic, legal, physical education) and ensures their interdependence. In the process of integrative education, the student develops a comprehensive knowledge of the integrity of the universe, the universe, the laws of nature, the relationship between nature, society and people. You will be able to feel the beauty of nature, enjoy it and respect it.
In the context of globalization of education, it is necessary to use interdisciplinary integration more widely. Educational institutions based on the principle of interdisciplinary affiliation should be applied to the educational process. The principle of interdisciplinary coherence ensures that the complex aspects of interdisciplinary relations are fully understood and that knowledge penetrates into the inner essence, resulting in the interconnectedness of different systems, integrative integrity.

The implementation of interdisciplinary links in the educational process has a strong impact on the quality of education: modernization of education, expansion of opportunities for innovative teaching; By providing interdisciplinary connections, a teacher who is able to organize a lesson not only increases students' interest in their subject, but also helps them to master the subject.

As a result of the systematic implementation of interdisciplinary links, the relevance of the educational process will increase significantly. One of the main tasks of the school is to form in students the ability to see the world as a whole, interconnected unit, to see and understand its global problems and solutions to these problems. In the context of education, the problems of man and his attitude to the world: "man and nature", "man and society", "man and man", "man and technology", "nature-human-technique-environment" are becoming increasingly central. The sciences that organize nature cannot be studied once in a class. It should be organized on a continuous and integrated basis in the kindergarten, school, system.

The content of science education should reflect the coherence and integration of knowledge in different disciplines that explore the problems surrounding the relationship between man and nature, which will lead to qualitatively new changes in knowledge of the natural sciences. This knowledge is expressed as a unique synthesis, a set of knowledge of the natural sciences and the humanities. Their description as a systematic and probabilistic method of thinking is one of the distinguishing features of natural knowledge. The role of the natural sciences in the scientific knowledge of the integrated biosphere, the organization of human activity, the solution of global problems in the struggle for peace can be effectively determined. As a result, this leads to a coherent change (in favor of the latter) between the special knowledge in all school subjects and the general cultural knowledge. Thus, membership-based integration is seen as a key mechanism for human care in the content of science education. Our research has shown that the only methodological basis for the humanization of the content of natural science education is the organization of natural science objects in the system of "nature - science - technology - society - man".

In short, the introduction of integrated lessons in primary education leads to a comprehensive growth of students' knowledge. Classes will be more active for both teachers.

References:
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