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Article

Integrative Approaches to Enhancing Primary School Students' Economic and Environmental Literacy

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Abstract: This article explores integrative pedagogical approaches aimed at developing economic, linguistic, and environmental literacy among primary school students. The study emphasizes the importance of organizing homework as a form of independent work that promotes active learning, observation, and creativity rather than rote memorization. It highlights the need for integration between reading literacy, native language, and mathematics lessons to strengthen students' vocabulary, independent thinking, and problem-solving skills. A set of economic concepts suitable for primary school grades is proposed to systematically develop children's financial awareness within the curriculum. Moreover, the paper underlines the educational value of nature-based activities, excursions, and didactic games in fostering ecological and moral values. Through the use of interdisciplinary lessons, tests, and interactive teaching methods, the article demonstrates how integration across subjects can enhance both academic performance and personal development in the early years of schooling.

Keywords: integration of subjects; primary education; economic literacy; environmental education; interdisciplinary learning; independent work; vocabulary development; reading literacy; didactic games; excursion-based learning.

1. Introduction

Homework is also a type of independent work. It is necessary to instill basic knowledge and skills in children, as much as possible, in the classroom, and to standardize the assignment of homework. If children rest well after class (after hard, strenuous work), spend more time outdoors, spend time with active games, walks, observations, sleep well at night, and come to the next day's lessons in a good mood, it will be better to master the lesson. Therefore, homework should be easy, mainly encouraging children to observe [1].

One of the main tasks of primary education is to enrich the vocabulary of students. In this regard, we should pay attention to working on vocabulary. It is advisable to constantly connect the subjects of reading literacy with the native language [2].

Analysis. When working with students who are passive learners, working with tests also gives good results. It is known that in our republic, tests are being used effectively to assess students' knowledge. For example, low-learning students who do not have time to master the work can be addressed with the following tests in writing or orally [3].

Who is the negative character of the fairy tale "The Greedy Rich Man"?

1. the old woodcutter
2. the old woman
3. the rich

What type of folk oral work is considered to be The Punishment of the Trickster?

1. proverb
2. fairy tale
3. legend

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In addition, it is possible to increase the percentage of students who are learning to read by themselves using folk oral creativity. It is known that elementary school students are very interested in fairy tales, so it is advisable to use them to increase the activity of elementary school students, teach them to think independently, and increase their speech [4].

2. Materials and Methods

The knowledge included in the subjects of study is manifested in the harmonization of concepts according to their similarity and similarity. The degree to which the integration of the content of education is carried out should take into account the ontogenetic (uniqueness) and phylogenetic (development) characteristics of concepts. Integration of the content of educational subjects ensures the consistency of the components of the educational process. The level of development of knowledge, skills and competencies is determined by means of integrated educational content.

Providing economic concepts to elementary school students in an integrated manner within the framework of educational subjects develops their economic literacy. The integration of disciplines should be aimed at providing economic knowledge, economic thinking, and the development of economic concepts. To do this, the student must first select the age characteristics of children and the economic terms encountered in their daily lives, and know in which subject these terms are mastered.

Below are the words by grade.

The knowledge and concepts related to economics that 1st grade students should learn are as follows:

For 2nd grade: Goods, production, enterprise, entrepreneur, advertising, pension, reward, bank.

For 3rd grade: Consumer, plan, currency, credit, profit, rent, tax.

For 4th grade: Business, productivity, supply, fair, stock exchange, stock, export, retail, crisis. In the development of students' economic literacy in native language and mathematics classes, the use of written exercises, examples and test tasks, which are part of the teaching methods, is also important. For example: In a math lesson for 1st grade, the following assignment can be given.

Nafisa bought 8 kg of apples and 3 kg less of pears from the store. How many kilograms of fruit did Nafisa buy in total from the store?

For 2nd grade: homework in native language.

Copy and paste the words that match the content of the sentence.

Words to include: product, income, tax, salary.

This year, Fazil made 4,000 soums from his farming.

The availability of products in stores depends on the quality of....

The use of narrative teaching methods is of great importance in improving the economic literacy of primary school students through integration. It allows students to think independently and recall previously acquired knowledge.

3. Results

The use of integrative lessons, especially interdisciplinary lessons, is of great importance in developing the concepts of nature conservation for primary school students. For example, the lessons of "Natural Sciences" can be linked to reading literacy lessons, summarizing the results of observations, writing about natural phenomena and their seasonal changes in the form of a thematic essay [5]. In this case, students will also write about their understanding of the environment, the need to care for living organisms, and their attitude to the need to help them.

Children's frequent contact with nature and natural phenomena allows them to participate in socially useful work. For example, such fairy tales and joyful moments as "Flower Festival", "Birds are our friend", "Hello, Navruz World", "Harvest Festival" are

among them [6]. These fairy tales are one of the most convenient and important ways to educate students in ecological, aesthetic, homeland, friendship, physical, national, etc. Environmental education is carried out in each lesson when passing each topic. It is advisable to pass lessons taking into account interdisciplinary interconnections [7]. Organizing trips is an important factor in implementing this education. We believe that in order to effectively conduct excursion (trip) classes, it is necessary to pay attention to the following circumstances:

1. During excursions and walks in nature, pay attention to the variety of shrubs and trees;
2. It is necessary to draw the attention of students to the differences in the trunk and bark, leaves;
3. It is necessary to give an idea of the importance of trees and shrubs, flowers and living nature in general for human life.

Before excursions, it is advisable to select poems, articles and riddles about the seasons, natural phenomena, the moon, the sun and memorize them for students [8]. For example: a door without arms and legs opens (wind); a golden chest was opened, a dice fell out of it (sun) and so on. The integration of interdisciplinary lessons, especially those that combine subjects such as Natural Sciences and Literacy, plays a crucial role in shaping primary school students' understanding and awareness of nature conservation [9]. The findings suggest that linking science lessons with reading and writing activities—such as summarizing observations, writing thematic essays about natural phenomena and seasonal changes—significantly enhances students' ecological literacy and reflective thinking.

Through these integrative lessons, students not only practice expressing their thoughts in written form but also develop a personal sense of environmental responsibility [10]. They articulate their views on the importance of nature, the need to care for living organisms, and how humans should interact with their environment. Such activities help strengthen both cognitive and emotional engagement with ecological topics.

Frequent and direct contact with nature was also observed to positively influence students' behavior and participation in socially meaningful activities. Events like "Flower Festival", "Birds Are Our Friends", "Hello, Navruz World", and "Harvest Festival" serve as meaningful experiences that blend environmental, aesthetic, patriotic, physical, and moral education [11]. These activities are effective in forming a holistic worldview and nurturing values such as friendship, national pride, and care for the natural world.

Environmental education can be embedded in every subject and every topic, provided that teachers apply an interdisciplinary and integrated approach. The use of stories, games, songs, riddles, and poems related to nature helps to make lessons more engaging while simultaneously instilling ecological values [12]. Organized field trips and nature walks are essential components of this approach, offering students real-life experiences that deepen their understanding and appreciation of the natural world.

The study emphasized several important points that should be considered when organizing excursions:

During trips and walks, students should be encouraged to observe the variety of trees, shrubs, and plants;

Teachers should draw attention to the differences in trunks, bark, leaves, and other features of plant life;

Discussions should focus on the importance of flora, fauna, and overall biodiversity to human well-being and survival [13].

Furthermore, preparation for excursions can include the memorization and discussion of poems, articles, and riddles related to the seasons, natural elements (sun, moon, wind), and environmental phenomena. For example: "A door without arms and legs opens – the wind"; "A golden chest was opened and a dice fell out – the sun". These literary tools not only develop language and creativity but also strengthen students' curiosity and engagement with nature [14].

In summary, the implementation of integrative and interdisciplinary teaching strategies in environmental education significantly contributes to the development of

ecological awareness, critical thinking, and emotional connection to nature among primary school students. Such an approach cultivates lifelong values and behaviors that support sustainable living and responsible citizenship [15].

4. Conclusion

The impressions gained from the excursion, knowledge given on the basis of poems, stories and assignments, are very useful in conducting didactic games. For example, let's take the game “Know the name of the tree by its leaves”. In this game, different tree leaves are shown. Students say riddles or articles that answer questions such as “this is a willow leaf”, “this is a mulberry leaf”.

Such games can be used in other lessons, taking into account intersubject connections. For example, in mathematics lessons, the following problems can be solved and didactic games can be held using excursion materials:

1) 500 species of useful plants grow in the forests of Uzbekistan, half of which are medicinal plants. How many species of medicinal plants grow in the forests of Uzbekistan?

After solving the problem, the lesson will be even more interesting if the teacher provides information about those useful plants, how to collect them and their benefits to humans. Because when the student learns why they are needed, he will then be interested in learning how we protect plants.

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