

CONTENT OF DEVELOPMENT OF REFLECTIVE COMPETENCE OF FUTURE PRIMARY CLASS TEACHERS ON THE BASE OF INTEGRATIVE LESSONS

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In the world, special attention is paid to the development of a modern approach to the formation of professional competence of future teachers, to the improvement of the pedagogical mechanisms of creating an integrative educational environment. At the same time, on the basis of the formation of an integrative approach to the teaching of subjects, priority is given to the improvement of social-pedagogical mechanisms of ensuring that the educational process of schools is brought to a higher level [1]. In particular, in the process of expanding the scientific outlook of future primary school teachers and improving the quality of their knowledge, a wide application of the integrative approach to the content of pedagogical education, as well as an effective method of educating future primary school teachers. The development of a training system is gaining importance.

The main trends of modern education development include: humanization, democratization, intensification, cooperation and integration.

The term "integration" includes:

1. The concept of separate differential systems and system functions, the state of the organism's dependence on a whole, as well as the process leading to such a state.
2. The process of rapprochement and connection of sciences along with the processes of their differentiation.

The term "integration" is relatively new for the science of pedagogy, but, nevertheless, there are studies in the pedagogical literature devoted to the problem of integrating knowledge in pedagogy [3].

Initially, the idea of integration in education was introduced by the classics of pedagogy - Y.A. Comensky, I.T. Pestalotsi, A. Disterweg, K.D. In the works of Ushinsky, it was founded and developed in the form of requirements for systematic and consistent learning and the use of interdisciplinary and interdisciplinary connections for these purposes.

Psychologists and pedagogues have repeatedly addressed some aspects of integration in their research. In modern psychological and pedagogical literature, a wide range of materials has been collected on some problems of integration in the educational process:

- in philosophical literature: fundamental works revealing the problem of integration of sciences and scientific knowledge (B.M. Kedrov, N.T. Kostyuk, M.G. Chepikov, B.G. Yudin, etc.);
- in psychological and pedagogical literature: I.D. Zverev, V.K. Kirilova, V.N. Maksimova, M.N. Skatkin, Y.S. Tyunnikov, Y.K. Dick, W.V. Usanov, M.N. Berulava [5].

The concept of reflection comes from the Latin word "reflexio", which means "to look back, to reflect". Reflexive activity is a form of theoretical activity aimed at understanding one's own actions and their laws, and is an activity aimed at self-knowledge and self-awareness that reveals the unique hidden features of the human spiritual world [6].

The methodological basis for the development of reflexive competence in primary school teachers is a systematic approach that allows to interpret this process as a general integrated pedagogical system consisting of interrelated, complementary and continuing structural bases.

Formation and development of future primary school teachers' ability to conduct integrated lessons requires various educational forms that ensure the effectiveness of students' perception of educational materials. The need for the emergence of integrated lessons is explained by a number of

reasons:

- ✚ First of all, the world surrounding elementary school students is known for its diversity and unity, and often the subjects of the educational cycle aimed at studying the individual phenomena of this childhood do not have an idea of the whole phenomenon, it is divided into different divided into 'laks;
- ✚ secondly, integrated lessons develop the potential of primary school students, encourage them to actively perceive the surrounding reality, understand and find cause-and-effect relationships, develop logic, thinking and communication skills;
- ✚ thirdly, the form of integrated lessons is non-standard and interesting.

The use of various types of activities during the lesson supports the attention of students at a high level, which helps to increase the effectiveness of the lessons [5]. Integrated lessons open up important pedagogical possibilities. By switching to various activities, such lessons relieve students' fatigue and excessive stress, sharply increase their interest in knowledge, and serve to develop schoolchildren's imagination, attention, thinking, speech and memory;

- □ fourthly, integration in modern society explains the need for integration in education. Modern society needs highly qualified, well-trained specialists. To meet this need, it is necessary to start training educated, well-trained professionals from the lower classes, which is facilitated by integration in the primary classes;
- □ fifthly, due to the strengthening of interdisciplinary relations, study hours are allocated that can be used for additional practical training;
- □ sixth, integration creates an opportunity for self-awareness, self-expression, creativity of teachers, helps to reveal abilities.

The main principles of the integrated lesson consist of the following aspects:

- □ the whole lesson is subject to the idea of the author, the lesson is combined with the main idea (core of the lesson);
- □ lesson has a holistic view, lesson stages are components of holistic parts;
- □ the stages and components of the lesson are logically and systematically connected;
- □ the didactic materials selected for the lesson correspond to the plan;
- □ information chain is organized as "given" and "new" and reflects not only structural but also semantic connection. Consistency of the structure is achieved sequentially, but does not exclude parallel communication. (in the first case, a sequence of actions is observed, in the second, relevant tasks are performed that correspond to another logically constructed idea).

Integrated lessons are designed to expand students' knowledge of certain subjects.

The structure of integrated classes differs from regular traditional classes in the following aspects:

- ❖ □ consistency, conciseness, comprehensibility of educational material;
- ❖ □ logical interdependence,
- ❖ □ interdependence of educational material at each stage of the lesson;
- ❖ □ wide information possibilities of the educational material used in the lesson.

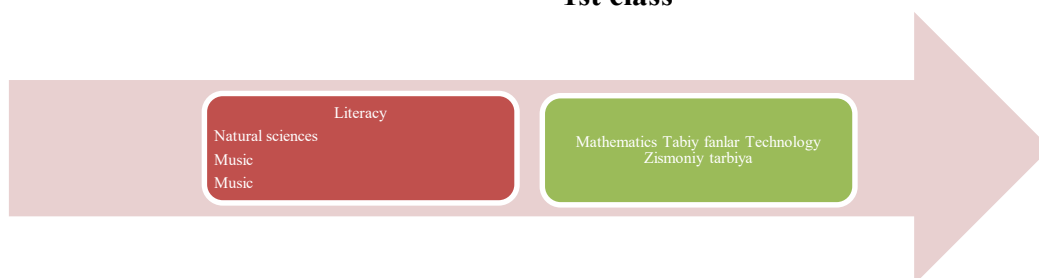
In the form of integrated lessons, it is desirable to conduct summarizing lessons that reveal the most important problems for two or more subjects, but if there are results and conclusions of the analysis of the studied material with the methods of other educational subjects, then the integrated lesson has its own structure. It can be any lesson. Academic subjects participate in its implementation.

Another form of integrated lessons is the technology of mutual cooperation between two

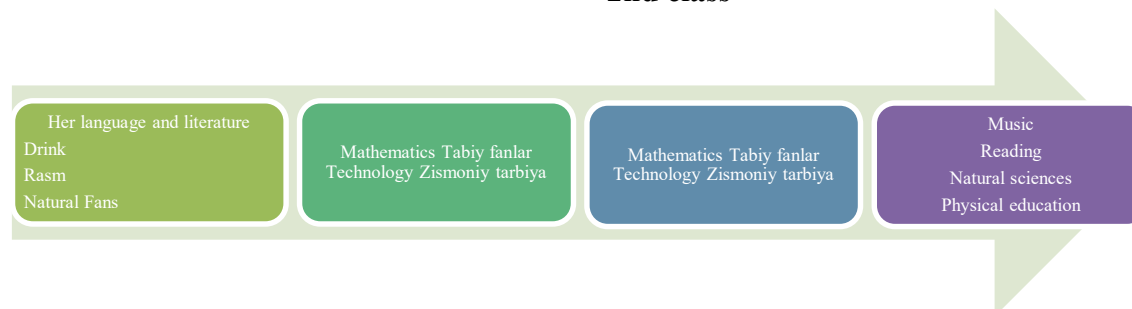
teachers, the sequence and order of their actions, the content and methods of presenting educational material, the duration of each action. In this case, their interaction can be implemented in different ways. This cooperation can be carried out equally during the lesson, one of them can act as a leader, the other as an assistant or consultant, and one teacher can conduct the entire lesson as an active observer and guest.

The tasks of implementing interdisciplinary connections in the construction of the content of an educational subject are as follows: to identify "possible" (relevant) interdisciplinary connections in another subject and to identify common elements of the content of various educational subjects in order to determine "necessary" (previous and prospective) interdisciplinary connections .

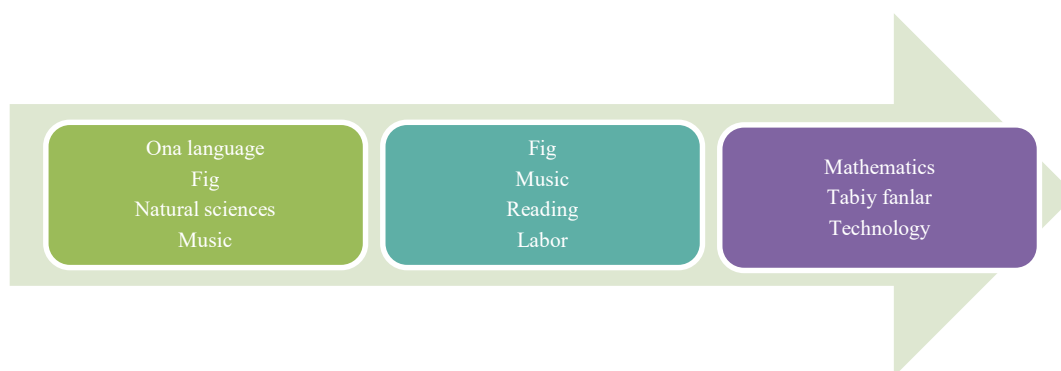
1st class



2nd class



3-4-classes



A traditional example of the quality of a subject related to the establishment of diverse and interdisciplinary connections and integration in elementary grades is science.

The content of the native language course can be a combination of natural, humanitarian and artistic cycles. Therefore, the leading idea of the program is to establish interdisciplinary relations with subjects of different directions, which allow to approach the development of "oral and written speech formation" from the point of view of complete and grammatical and speech (oral) problems. need

We use the native language program to identify interdisciplinary connections and analyze the content of educational topics. The thematic consideration of the problem provides an opportunity to make interdisciplinary connections between the topics of different academic subjects. This approach avoids the limitations of bilateral relations and the so-called "cyclical coordination" of academic disciplines, when relations are artificially limited to two subjects or to a certain cycle (natural-mathematical, humanitarian, artistic and aesthetic, and language itself).

Below we present an integrated open lesson lesson plan. By applying the development of an integrated open lesson related to the science of the mother tongue, the students will be more interested in science and their oral speech will be formed.

(2-class)

Lesson topic: Vowels and letters (exercises 25 and 26)

The purpose of the lesson:

Educational: to develop the skill of writing words with vowels correctly, to teach the correct pronunciation and spelling of the vowels u and i in the word structure.

FK1: the use of vowels in their place in the structure of words, pronunciation without changing their place with other vowels, correct spelling of vowel sounds and letters.

Educational: forming a sense of homeland, teaching to love and appreciate it;

TK3: correctly understanding one's mistakes and shortcomings, being able to control oneself and try to correct one's mistakes;

Developmental: developing oral and written speech, improving skills about vowels and letters.

FK2: to be able to use words formed with the help of vowel sounds in oral and written speech, to be able to use mastered words in the text;

TK2: use of media, didactic materials.

Type of lesson: a lesson that develops new knowledge, skills, and abilities.

Teaching method: conversation, explanation, educational game

Teaching materials: textbook, flashcards, relevant pictures, multimedia and applications.

The course of the lesson:

I. Organizational part: greeting, listening to the duty officer's information.

II. Homework check.

Homework is checked on the basis of task 2 of lesson 7 in the multimedia application exercise 24.

The text of exercise 24 is given.

Sweet. z.m, .chq.r horse, sara .r.g', deep q.d.q, white t.n.ka, .n.mli land

Students find out how these words are spelled by replacing the dots with the letters u or i.

Sweet grapes, sharp horse, good seed, deep well, white tin, fertile land.

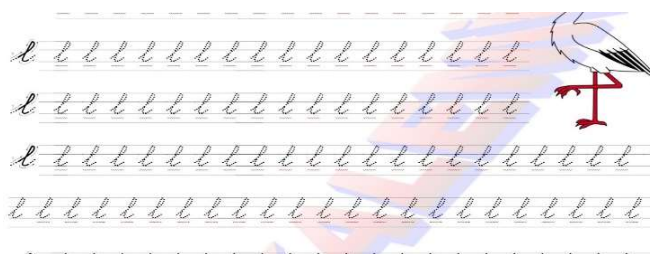
Vocabulary work: quick-witted, quick-witted

Sara - the best, excellent, selected, high quality

A fertile land.

A picture of a well is shown, deep water

Husnikhat minute: the small letter "l" is written in the form of a long stick, not divided into elements, but as a whole: with a ring on the top, a loop on the bottom.



In the notebook, they write a series of lowercase letter "l" and words associated with this letter: stork, flavor, lemon.



III. Description of the new topic. Exercise 25 is performed using the educational game "Kim resourceful".

For this, one vowel letter of each word given in the exercise is given to the exhibition. Pupils should put the corresponding vowel letters instead of dots, after completing the task, the vowel "I" is pronounced longer at the beginning of words and syllables, and shorter after the consonant, but the letter I is written in the analysis. It is explained. Students are given the task of checking what they have written from the textbook by writing down the words highlighted in the textbook in the form of dictionary dictation:

Discipline, honor, knowledge, class, book, quote, song

Word game: words with letters are given:

In.q, int.zom, .mzo, .zzat, o.la, bil.m, s.nf, gil.s, kit.b, p.chan, nih.l, tirn.q, add. q, ko.not, p.la, sim.b, pass.r, n.khat, r.mol.

Replace the dots with the letters that represent the omitted vowels.

IV. Strengthening the topic. Work with the textbook.

Exercise 26. They write words by replacing the dots with the letters representing the dropped vowels.

Cocoon, cow, mercury, cherry, sharp, sprout, scarf.

The task of making a sentence with these words is given.

Spring came and sprouts sprouted.

The sharp smell of flowers attracts a person.

Working with distributed materials:

N1

Read Muhyiddin Aman's poetic riddle. Find and write the answer.

Inside Konbirboshi

A hidden flame.

Your use is useless

Don't give it to the youth. (...)

N2

We line up under the ground,

We are waiting for you.

Let's not be left behind

If you boil it, it's sugar. (...)

Do not forget to pronounce the word correctly to spell the name of the object that is the answer to the riddle.

N3

Read. Place and copy the dropped letters.

M.rjon, m.yda, p.ypoq, imor.t, till. qo'ng'iz, k.mzul, mur.bbo.

N4

Copy the words by placing the dropped vowels.

B.g'doy, q.r, j.zza, t.lki, k.y.m, ka.l.t, m.sh.k, q.loq.

Vocabulary dictation to check how students have learned to write vowels correctly.

Dictionary dictation.

Baho, vazifa, lavlagi, qombayn, burgut, urug', qo'shiq, o'rik, inoq, bilim, sinf, ekin, behi.

V. Completion and assessment of the lesson.

Pupils' participation in the lesson, their creativity, activity, and the level of completion of tasks are evaluated by the teacher.

VI. Homework assignment.

Exercise 27 condition is given. The task is to copy the first and second lines of Qambar Ota's poem "Uzbekistan", underline the letters representing the vowel sounds, and make two sentences with the highlighted words.

From the state of our lesson development, we can see that subjects such as "natural sciences", "reading", "literature" are connected with each other through the subject of mother tongue. The information was presented in a way that was interesting, meaningful and served to expand the worldview of the students. Telling a story using knowledge from other subjects was supplemented with information from this subject and became a more wonderful and meaningful story. From this, we can see that it is a good idea to combine the information of subjects that are close to each other in terms of content. It also served well for general purpose. The general goal was to increase students' knowledge, expand their worldviews and, most importantly, to form oral and written points. If the future teacher organizes his lessons in this way, his direct oral speech will be more developed in the process of explaining the information in his lessons. The more rich and meaningful the teacher uses his point in his lessons, the more this situation in his next lessons, that is, if he uses a lot of meaningful and wise words and words rich in speech in oral speech, this situation becomes reflection. , the reflexive competence of this situation, which has been used many times, is also developing more and more. This will lead to further growth in professional activity.

We can conclude that, as a result, we can conclude that integrated lessons give the student a very broad and bright idea about the world in which he lives, the interaction of events and objects, the world of various material and artistic cultures. The main focus is not on mastering certain knowledge, but on developing imaginative thinking.

Integrated classes also include mandatory development of students' creative activity [4]. This allows you to use the content of all academic subjects, refer to the surrounding life events and events, and draw information from various fields of science, culture, and art.

Thus, integrated education creates new conditions for the work of future elementary school teachers, which is considered a necessary condition for the development of creative activity that helps to immerse themselves in the problems of interrelated subjects.

Based on the integrative approach, the results of the empirical-analytical research on the development of reflexive competence of future primary school teachers serve as a basis for the development of the organizational model and pedagogical conditions of this process. We will dwell on these issues in the next paragraphs.

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