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AS A FACTOR OF INTERDISCIPLINARY INTEGRATION-EDUCATIONAL EFFICIENCY IN PRIMARY GRADES

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Abstract: In the article, the practical importance of the mutual integration of subjects in the educational system, the advantages and disadvantages of establishing integrated education in primary grades, the general characteristics of the integrated lesson, the experience organized using integrated technologies in the educational process test works and its results are described.

Key words: integration, interdisciplinarity, integrated lesson, educational effectiveness, innovative education, innovative environment, mother tongue and reading literacy, education, mathematics, method, technology and method.

"We are all of the education systemto improve the activities of the joints based on today's requirem ents we consider it our first priority"

President of the Republic of Uzbekistan Sh.M. Mirziyoyev

The development of any country depends on its intellectual potential. Intellectual potential is a criterion for training independent-minded, competent, educated personnel with high human qualities who can ensure modern development of international standards. As our country's president Sh. Mirziyoyev rightly noted, "It is a good thing that our young people will grow up to become people who think independently, have high intellectual and spiritual potential, and who are not inferior to their peers in any field on the world scale. It is not without reason that special emphasis was placed on "another main task of the education sector is to educate the new generation, the necessary for today, educated young people who have mastered the basics of science and their specialty" .

In recent years, in the education system of the new generation, we have concentrated the advanced achievements of world science and culture, and we have formed modern education methods based on our national and spiritual values, which were created as a product of the intelligence of our ancestors. a problem has arisen. A perfect generation is the basis of society's development. Therefore, in our country, providing education to the mentally and physically mature generation has been raised to the level of state policy. After all, the opinion of the President of our country, Sh. Mirziyoyev, that "We consider it our first priority to improve the activities of all links of the education and training system based on the requirements of today's time" is of great importance. Educational practice shows that establishing interdisciplinarity in school education is a vivid expression of the integration processes taking place in the life of science and society today. This connection plays an important role in students' conscious acquisition of knowledge, development of their holistic vision of the world, and improvement of their practical and scientific-methodical preparation. Such training gives graduates of general secondary education the opportunity to freely apply the knowledge, skills and abilities they have

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acquired in class and extracurricular activities, in production and in general in any activity.

Pedagogy (from the Greek pedagogy, peida - "child" and gogike - "to lead") is a science that studies the general laws of social education, the essence and problems of educating and educating the young generation in accordance with a single social goal in a particular society. Pedagogy is a science that belongs to the system of social sciences and studies the problems of raising and educating the young generation and adults based on the ideas of national independence.

Pedagogy is a field of science that studies the process of education and upbringing as a whole. Didactics (theory of education) and the theory of education are important components of the science, as the science of pedagogy focuses on two important aspects of personality development - its teaching and upbringing.

Pedagogy of primary education - educating primary school students, teaching them, researching their unique psychological and physiological characteristics, as well as bringing them to maturity intellectually, spiritually, morally and physically. studies the issues.

Didactics (educational theory, Greek didaktikos "teacher", didasco "learner") theoretical aspects of education, the essence of the educational process, laws and regulations, principles, teacher and student activities, researches issues such as the purpose, content, form, method, means, result, ways of improving the educational process.

The theory of education is one of the important components of pedagogy and studies the content of the educational process, types of education, form, method, means and methods, and issues of its organization.

Social education is organized in such directions as civic, intellectual, moral, physical, labor, aesthetic, legal, economic, environmental education.

The science of pedagogy makes a special contribution to ensuring the development of society based on the fulfillment of the social order of personality formation. The content of social relations, the development strategy of the state and society, and the essence of the ideas that take a leading place in its life are important in determining the goals and tasks of pedagogy. In the conditions of establishing a democratic, humane and legal society in the Republic of Uzbekistan, this science solves the task of developing a system of educating highly qualified personnel that meets high moral and ethical requirements, developing the theory of education and upbringing based on advanced foreign experiences. The achievements of science and their role in people's lives cannot fail to influence the content and structure of school education in developed countries. As a result of the reforms being carried out in the field of education in our country, teaching hours have been drastically reduced, and the content of educational materials has been modernized. As a result of the reduction of hours in the teaching of various educational subjects, the scientific complexity of the content of educational materials, the demands placed on students have increased, and some declines are observed in terms of education. Such declines in students' mastery of educational materials will not fail to affect the intellectual development of the young generation. This situation requires teachers to study different phenomena within the framework of the same subject. Studying natural phenomena, their structure, essence and functions, laws helps to develop thinking operations such as comparison, analysis and synthesis, abstraction, generalization, inductive and deductive conclusion in students' thinking. In the national model of

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personnel training, the development of new fundamental and practical directions of science about nature and society, the training of highly qualified pedagogical personnel with scientific potential, and the improvement of their scientific literacy and skills at the level of integration of world science are the general objectives on this basis. updating the content of education and training in secondary schools, raising the quality and efficiency, improving theoretical knowledge, practical skills and qualifications of students in each subject. Educating a free-thinking, creative, well-rounded individual who is loyal to the ideology of independence of our country requires increasing the effectiveness of primary education. From this point of view, the creation of laws of interdisciplinary communication, the composition of the system of communication provides a solution to promising tasks in education. Even if the development of the theory of interdisciplinarity is differentiated, in practice, integration and interrelationship will increase the social importance of science. In recent years, scientific research dedicated to solving the problems of interdisciplinarity is a requirement of social life. In primary school, the role of the link that implements integration is performed by the teacher himself. It teaches children math, writing, many basic concepts of nature, and much more. He does this to the best of his ability. One teacher can be considered as a method of integration in primary classes. The methods of implementation of integration can be good or bad, the essence of the problem is that teachers at all levels turn away from one of the methods and turn to the other. (psychological and physiological) is the introduction of integrated measures that take into account age characteristics. This formulation of the problem shows that integration has different characteristics at different levels of education. It is desirable to see integration in primary school on the basis of combining subjects that are relatively close to each other. From the next stages of education, he tries to combine the boundaries of basic sciences. Today, that is, at the current modern stage of education, the teacher's work system is fundamentally changing, and pedagogical technologies, integrations, and innovations are widely used in practice. In the conditions of provided inter-discipline communication, along with the effective development of the acquired knowledge of the students, the increase of their perceptive ability, activity, enthusiasm, mental and intellectual capabilities is achieved. Interdisciplinarity should be understood as a didactic opportunity that ensures the proportionality of curricula and textbooks in different academic subjects. The word "integration" comes from the Latin integratio-restoration, filling, whole word "integer". The concept of integration is interpreted as the following two different processes: firstly, the system, the concept that indicates the state of dependence of separate differentiated parts and tasks of the organism and the process leading to this state; secondly, the process of rapprochement of disciplines, which is carried out together with the processes of differentiation. Genetically, it is a form of content that is logically completed by synthesizing the content of educational subjects at least at the level of educational standards, which is genetically integrated, intersubjective, interrelated, and finally mutually complementary, expanding and deepening. . Because any lower level of intersubject communication is established among certain didactic units within the studied subjects, and provides for the coordination of their study content and terms, unlike this, organized on the basis of integrative communication It requires the interpretation of a subject or an integrated subject, event or process in the form of a comprehensive system in terms of interrelationships and relationships. This, in turn, makes it possible to form a mature person who meets the requirements of the present and the future, who thinks

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independently and shows creative activity. Because it requires not only analyzing and synthesizing operations from students, but also high-level thinking operations such as abstraction, algorithmization, categorization, expression using conditional symbols, determining cause-and-effect relationships, analysis, synthesis, systematization, modeling. These operations are carried out by isolating (classifying) all the important aspects and features of the studied object, understanding its essence and content, and summarizing them. Therefore, integration always develops based on its other side, differentiation (differentiation), or vice versa.

Pedagogical scientists and practitioners recommend researching the issue of integration in the following directions:

- integrated study of the content within the range of educational subjects and disciplines;
- integration of the activities of persons teaching different educational subjects;
- integration of forms of organization of educational work and so on.

Each of these directions has its own specific goal, and it requires a suitable form, method, means and conditions for its implementation. It should be mentioned here that the intended goal can be achieved only when they are used harmoniously in practice. Integrative relationships are important in creating a comprehensive system, and they are also called internal scientific relationships. The main goal of systematization is to create integrity by organizing internal scientific relationships. The integrity created in this process will have new quality indicators. The essence of integration is to achieve a new level of knowledge as a means of theoretical synthesis. The implementation of an integrative approach in the educational process can be carried out knowing the internal and external relations of the system or the integrated object in its existing form, as well as the laws of its organization and management. The integrative approach is used to integrate relevant, relevant, logically mutually demanding and mutually deepening and expanding learning subjects, and provides for the composition of comprehensive logical perfect knowledge, work methods and personal qualities. By the 21st century, interdisciplinary communication is based on closely related concepts, or when explaining their essence to the student within the framework of related topics, special attention is paid to the problem of the integration of educational content, the systematic integration of education, the integration of education.

Today, professors R.Mavlonova and N.Rakhmonkulova explain the reason why the problem of integrated education is being paid attention to in primary education in "Integrated pedagogy of primary education" (2009), "Pedagogy of primary education, innovation" and integration" (2013) they explain as follows: "Integration between educational subjects does not deny the system of subjects, but the approach aimed at deepening the connections and connections between subjects relies on understanding the relationship between differentiation and integration... different integration aimed at uniting elements and parts of sciences into a single whole is not a transfer of knowledge on one subject to another or an exchange of activities, but a process of creating new didactic equivalents that reflect the directions of integration of sciences. The experience of foreign education has shown that integrated subjects, which are the basis for the development of knowledge about nature and society, are already included in the curricula of many countries. In them, the main focus is not on imparting knowledge to students based on academic subjects, but on developing creative thinking skills through primary education, which is a characteristic feature of primary schools in many foreign countries, on integrated courses. became

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education. The purpose of the course is to engage the child in a conversation with the world, with people, nature, society, science, art; it is not only the language that people talk about, but also the language of animals and plants, the language that artists, musicians, and scientists use. and the child is placed in the position of the researcher and examiner of both the world and himself. The views of scientists mean that the main goal of integrating education is to create a holistic image of nature and society in students from the primary grades and to form a student's attitude to the laws of their development. However, today there is an inconsistency between DTS and educational programs. Primary education DTS includes 10 subjects from the current curriculum, indicating "Mother language", "Mathematics", "Natural science". This situation causes fragmentation and repetition of topics in the knowledge presented to the student. Repetitions and repetitions bore the reader and hinder the efficient use of time. If we take the annual calendar work plan of grades 1-4 as an example, we can see that a number of topics are being repeated. This recurrence usually occurs at the same time (in a week, in a day). So, we connect them together and create an integrated lesson as a result of creating one complex lesson development. As a result, students will have the opportunity to get embodied knowledge.

The problem of integration of primary school education and training is important and relevant both for theory and practice. A number of approaches to the integration of primary education appeared later: from two subject teachers leading the lesson or combining two subjects into one lesson and teaching it by one teacher, to organizing integrated courses, primary up to a radical change in the content of internal education. As a result of these opinions, a number of changes were made to the primary education system. In particular, the textbook "Native language and reading literacy" was developed for the 2021-2022 academic year, summarizing the mother tongue and reading subjects taught in grades 1-2. One of the main goals of combining these subjects is to prepare students for life speech situations. For example, the textbook "Do you know how to stand in line?" on the topic of the culture of standing in line, language units used in this situation - forms of appeal will be taught. Also, as a result of the high assessment of the possibilities of integration of subjects in the course of the lesson, the textbook "Natural science" was included in the elementary school program. Development of primary education, at the same time, taking into account the importance of children's education on an integrative basis in the science system, for primary school students and teachers in cooperation with the Republican Education Center and KHISO Olympiad School "Bilaghon" integration Olympiad is being held. In general, today's education system shows that subjects are inextricably linked. Such changes in the field of education require the study and research of interdisciplinary integration. The main principle of interdisciplinary communication is to determine the directions of the content of primary education and to ensure the connection and completeness of educational subjects in general. In the development of a modern primary education program, integration takes the main place, that is, in order to achieve high educational results, it is important not to teach separate subjects, but to establish interdisciplinary connections.

As a result of using one or another level of integration in the educational process:

- ✓ student's time and energy are saved, his knowledge opportunities are expanded;
- ✓ on the basis of inter-subject integration, mechanisms for perspective-taking of the results of the educational process will be created;

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- ✓ legal methodical opportunities will be created to train and improve the qualifications of teachers who manage the integrated educational process;
- ✓ There will be favorable opportunities for wide use of international experiences in the field of organizing the educational process based on integrated programs.

Ensuring interdisciplinary integration in the educational process allows the use of interactive methods and advanced pedagogical technologies in teaching. Ensuring the integration of the educational process creates a number of pedagogical opportunities: the interaction of subjects, topics and concepts complement each other.

Integrative lesson from regular lessons:

- ❖ accuracy, conciseness, dense volume of educational material;
- ❖ that the educational subjects being integrated at each stage of the lesson are logically conditioned on all sides;
- ❖ It is distinguished by having a wide range of information in the given educational material.

It is true that an integrated lesson does not become effective only by combining subjects or topics. Because in order to achieve the effectiveness of the lesson in this embodiment, it is important to clearly set the goals and use interactive methods in the organization of the lesson. Through these methods, the goal of the combined lesson is achieved and the process of students' learning becomes easier.

- ✓ The use of interactive methods in an integrated lesson forms the following qualities and skills:
- ✓ teacher and student work together throughout the lesson;
- ✓ active participation of every student in the lesson process;
- ✓ creating a warm-spiritual atmosphere in the classroom;
- ✓ conscious assimilation of educational materials for the given subject;
- ✓ being able to demonstrate one's abilities and use one's own internal capabilities;
- ✓ working as a group and creating a pleasant psychological environment in this group;
- ✓ being able to think independently, creatively and critically in the process of solving problems;
- ✓ learn to respect other people's opinions and evaluate opinions objectively;
- ✓ forming a feeling of mutual support;
- ✓ in the process of solving the problem, each student relies on the information he knows, remembers, and thinks;
- ✓ reading together, discussing, objecting during the discussion;
- ✓ such as establishing mutual control and intergroup control

In the process of integrative education in the elementary grades, the student acquires comprehensive knowledge about the integrity of the universe, the universe, the laws of nature, nature, society, and human relations. He will have the skills to feel, enjoy and admire the beauty of nature. In the conditions of the globalization of education, it is necessary to use interdisciplinary integration more widely. Relying on the principle of interdisciplinarity, educational institutions should take an applied tone for the educational process. The principle of interdisciplinarity ensures the complete mastering of the complex aspects of the relations between related educational subjects, ensures that knowledge penetrates into the inner essence, as a result of which various systems are internally related, and

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integrative integrity is created.

An innovative approach to teaching mother tongue and reading literacy

In the current rapidly developing period, it is important to organize lessons based on an innovative approach in educating the young generation, who are the future of our country. Because innovative teaching methods are of particular importance in educating our young people based on modern requirements, developing their independent thinking, critical thinking and oral speech.

Through lessons organized on the basis of an innovative approach to the teaching of mother tongue and reading literacy, new knowledge is acquired, strengthened, and the first step for the formation of competence is taken and acquired.

Based on the meaning of the word innovation, let's get acquainted with some of the methods that help to achieve the goal set in the organization of lessons in this subject:

"Connect" method. Through this method, students develop oral and written speech and thinking skills. In the implementation of the method, pictures of three different topics are used. At first, the students are shown three pictures in a row, and they are given the task of finding the interrelated aspects of these pictures and creating a small story. After creating an oral story, a task is given to write it in an exercise book after setting a time. The teacher evaluates the words in the written stories that are connected to each other and the stories that are written without spelling mistakes,

"Cacography" method. The word kako means mistake. This method can be carried out in two or three stages. At the initial stage, a small text is distributed to students and a task is given to find spelling mistakes. At the next stage, a picture of the wrongly written words will be presented on different counters, and they will be asked to correct the mistakes. At the next stage, when we walk down the street and see counters with such mistakes, it is said that we should know the correct form of the mistakes for ourselves.

An innovative approach to teaching mathematics and education

In recent years, computers and information technologies have boldly entered our lives. Today, the computer is an important tool for receiving and processing information, and its speed amazes the imagination. Therefore, it is permissible to consider the introduction of these tools into the educational process as a matter of course. Let's try to put the computer processes used in the didactic textbook into a certain system. Thanks to multimedia technologies, students are interested and interested. It activates the activity of thinking and enables effective assimilation of the material. It allows modeling and demonstration of processes that are difficult to demonstrate in practice. In addition to the pace of learning the material, its understanding and comprehension allows for individual (individual) teaching. In mathematics classes, we will focus on the issue of computer use in order to develop students' thinking ability. During his training, the teacher should not only give the students a certain amount of training, but should achieve in them the desire to independently search for other information using various tools, including the computer. If the movement of students to learn independently is well organized, the training will be more efficient and high-quality. The computer increases the ability of students to work independently, and the teacher can control the process of mastering the material in various ways.

"Innovative Approaches to Teaching Mathematics" is based on the curriculum of the training course for mathematics teachers, which reveals the content and essence of modern approaches and innovations

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in education to mathematics teachers. Let's take a look at some examples of mobile applications that you will need for studying science. "Mathematical Ingenuity" is an application for developing verbal calculation skills. The application displays available algorithms for fast calculations. Each student can learn them, and then consolidate theoretical knowledge in practical exercises, thus enriching practical experiences of oral calculation. The creators of this application also took into account the ability to compete with other users on the network.

Non-traditional educational approaches in teaching mathematics - if the activity aimed at updating a system has the characteristics of a short-term, integrated system and only serves to change some elements in the system, it is called innovation (updating). After all, if the activity is carried out on the basis of a certain conceptual approach, and its result serves the development of a certain system or its radical change, it is called innovation. In other words, innovation ("innovation" in English - innovation) is an activity aimed at changing the internal structure of a specific system. The educational complex on the module of innovative approaches in teaching mathematics enables the learner to create new ideas, standards, rules, advanced ideas created by other people, standards, rules in a natural way. Education that creates the possibility of formation of acceptable qualities and skills is called innovative education. The technologies used in the process of innovative education are called innovative educational technologies or educational innovations.

It can be said that educational innovations are forms, methods and technologies that are used to solve an existing problem in the field of education or in the educational process based on a new approach and can guarantee a more effective result than before. Increasing the effectiveness of education in front of the educational system today, by imparting knowledge at the level of world educational standards and introducing educational innovations, is a comprehensively mature creative, spiritually rich, professional, national and universal values, national independence g The pedagogical team of educational institutions, especially each subject teacher, should fundamentally change their pedagogical activities in order to solve the tasks of raising a mature person who is brought up in the spirit of his mother and has his own independent opinion. On the scale of our republic, a lot of attention is paid to general education schools, and work is being done to provide our schools with equipment in accordance with world standards. Today, teachers of educational institutions of the continuous education system, including general secondary schools, face new problems, that is, the task of improving the quality of mastery of the taught subject. In this regard, various methods are used in the teaching of mathematics, the main goal of which is to present and master the teaching of mathematics. It is also possible to use modern information technology tools in teaching mathematics, explaining its topics, and organizing demonstrations. One of the tools of information technologies is the possibility to organize teaching of mathematics through various animations and programs in a multimedia environment.

According to the requirements, the organization of the lesson process based on the multimedia tools of information technology makes the work of the pedagogue teacher easier, and it is possible to manage the educational process and increase its efficiency. In addition, to the management of the educational institution, to review the test results of students, groups, specialties and evaluate the results of their mastering, evaluate the quality of the preparation of the materials intended for the teacher's lectures and other independent works. giving, introducing computer-modeled virtual stands for performing

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laboratory work based on multimedia tools, developing suggestions for preparing methodological materials for mastering the course, etc. Multimedia tools of information technologies are of particular importance in the educational process with the following most important aspects: organization of the differential and individual teaching process; assessment of the learning process, reverse (opposite) communication; self-control and self-correction; demonstrate the subject being studied and show the dynamic process of the subject; use of computer and information technologies such as animation, graphics, multiplication, sound in science lectures; students-students to form strategic skills for mastering science, etc.

Also, the practical aspect of multimedia tools prepares the ground for their use in the educational process and the important task of creating a database of media and virtual stands for the educational process in the future in the educational system. The issue of creating electronic versions of subjects, the introduction of information technologies into the educational process, and the issue of creating modern software is one of the most urgent issues today. The method of creating electronic developments for mathematics classes of primary (3rd grade) of general secondary schools, the use of information technology in classes and the method of passing classes based on this has been developed. In the created electronic development, there are tables of contents, pages describing educational materials, tests and tasks for knowledge control have also been developed.

The main department of electronic development included text, graphics, animation and test programs. One of the non-traditional types of classes is the use of computers and multimedia opportunities in primary secondary schools of mathematics classes on the basis of new pedagogical technologies and modern information technologies. Pedagogical education cluster: more time is left for practical work on problems and solutions, i.e. solving examples and problems, giving real examples, conducting question-and-answer sessions among students;

- on the basis of the above, the knowledge, skills and qualifications of the teacher will increase; it is possible to evaluate all students, i.e., if they are evaluated for solving examples and problems, they are given a cumulative evaluation based on their performance of the tasks given at home and after completing the test tasks;

- an opportunity is created for the students to learn independently, that is, the student can use this electronic development to learn and master the subject independently without the participation of the teacher, using multimedia capabilities. It is necessary to introduce a new teaching system to the young generations of the current computerized Internet system, which is developing rapidly, because everyone lives with the Internet network in life outside of school. In order to educate the growing generation to be competent and intelligent, it would be appropriate if we first radically change the school system and organize SMART rooms for each subject.

We can achieve the effectiveness of learning if we provide lessons with tablets using innovative technologies in teaching students and ensure that students work independently on tablets in all subjects in mathematics (SMART) rooms. The rooms should be equipped with equipment that allows more students to try and do examples. Children will quickly master each example and exercise if they hold it and do it in practice. Every child, whether using SMART phone or computer technologies, is interested in quickly learning its functions, all games and programs at the level of its capabilities. So we need to

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develop an electronic program that can teach children mathematics quickly and qualitatively. They also prepare their homework with interest. It should include playful and thought-provoking questions, quick, simple examples that you can verbally answer. This program should be used both in class and for independent use outside of class. In the game part, in addition to playing the game of exiting the labyrinth, it is necessary to correctly indicate how much time was spent to exit the labyrinth, how many steps he walked, how many kilometers he walked in total, to pass the obstacles examples are given, if you solve the answer correctly, you will get obstacles. If the answer is wrong, you will not get the obstacles, you will have to solve the examples again, if you do not fulfill all the conditions correctly, you will get a low score. While playing the game, the child has to use his mind, because he has to count his steps, calculate the time, and solve the examples correctly. The purpose of this program is to learn how to calculate time and kilometers and to solve mathematical problems without leaving classes. A game that provides cultural entertainment for children also serves as a textbook.

It is true that an integrated lesson does not become effective only by combining subjects or topics. Because in order to achieve the effectiveness of the lesson in this embodiment, it is important to clearly set the goals and use interactive methods in the organization of the lesson. Through these methods, the goal of the combined lesson is achieved and the process of students' learning becomes easier. Integrated lessons do not always give the desired result. Because organizing each lesson on this basis is very complicated and boring for students. Integrated lesson training requires the teacher to prepare well in advance for the lesson, to have the ability to allocate time correctly, and to be able to choose the right topics. And this, as understood, creates some difficulties for the teacher. If the subject is not suitable for integrated lessons, the teacher will not be able to achieve his goal and will not be able to increase students' interest in science. Therefore, the success of the integrated lesson directly depends on the professional skills of the teacher. Therefore, it is necessary to pay special attention to the education system and improve the system of training future primary school teachers. In particular, it is necessary to pay attention to the formation of practical skills and competencies for working with students.

In conclusion, it can be said that the faster interdisciplinary integration enters the lessons of general education schools, the faster students will combine theory and practice. In integral classes, the child begins to imagine the world as a whole, the child's potential develops. As a result, the child's communication skills, comparison, generalization and conclusions develop. The main requirement of teaching in educational institutions based on pedagogical technologies is to provide new education based on the student's life experience, previously acquired knowledge and interests. In the teaching of elementary school subjects, the teacher must always work on himself, improve his knowledge, skills and qualifications, the growth of his pedagogical skills is reflected in the activity of students.

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