IMPROVING THE PROCESS OF PROVIDING INTERDISCIPLINARY INTEGRATION IN "EDUCATION" LESSONS IN PRIMARY GRADES

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Annotation
This article describes some of the requirements and conditions for the implementation of integrated education in elementary grades, and describes the general features of the integrated lesson in detail. Also, the theoretical and practical foundations of improving the process of ensuring interdisciplinary integration are discussed in "education" classes in primary grades. At the same time, the author classifies the training technology for the integrated lesson. The ideas presented in this regard are expressed in the example of "education" classes. This article can be widely used by students of primary education of higher education institutions, independent researchers.

Keywords: primary education, integration, structure of integrated lessons, competence, knowledge, skills, "educational" lessons

Introduction
The further prosperity of our independent Motherland depends on the education of the young generation, who are the owners of our future, to be mature and well-rounded in all respects. The implementation of large-scale works in our country will provide all the necessary conditions for educating young people who are worthy in all respects, able to take responsibility for the future of our country, physically and spiritually healthy, well-rounded generation. a large-scale measure to create made it possible to carry out activities. Therefore, the task of preparing today's young generation, our children for the complex life of tomorrow, is facing the teachers working in the field of education[1].

Teaching a child something, teaching him to think independently, to have a scientific worldview requires great attention to his personality and the skills of a teacher. The teacher should organize the lesson in such a way that in this process the ability of students to think independently without training their memory should be exercised. In addition, the issue of direct participation of students in ensuring human maturity in their education and training is gaining urgent importance in the renewed national

pedagogy. For this, it is necessary to awaken the conscious needs and inner interest of every child participating in the education and upbringing process[2].

Analysis and Results

This need and interest exists only in a person who has the ability to work independently.

Reading lessons have a special place among all educational subjects in the formation of independent work among students of the primary education system. The spiritual maturity of the young generation largely depends on the effectiveness of the process of teaching them to work independently.

For example, in education classes, students of junior school age distinguish many human qualities throughout the school year and try to embody these qualities in themselves. They learn the essence of many proverbs and stories. They get acquainted with the prose and poetic works given in the textbook, they read and study the ideas raised in them, wisdoms that glorify human qualities, and hadiths. If we connect the reading lessons with the "education" lessons, if we can find views that glorify moral qualities from each studied subject and instill them into the minds of the students, we will make a great contribution to raising our young people to be perfect human beings. let's We can see that integrated education has a great role in this process[3].

At present, research is being conducted on the integration of the educational process based on interdisciplinary connections in pedagogical practice. Recognizing the usefulness of the work being carried out, we define its character. Such educational work has a great effect[23]. The issue of the integration of content and educational goals can be solved only on the basis of educational philosophy. At the beginning of the philosophy of education based on the methodological apparatus, ideal forms and universal categories of science should stand.

In fact, it is neither an integration model nor a next-generation company. On the contrary, these traditions define all spheres of human activity today. The scope of this activity has changed, the current problems of the time have arisen. They remember that nature and man exist in a single system and dependence, and demand the organization of scientifically based use for human existence[4].

In the process of understanding science, social humanism, scientific and technical knowledge methodologies are seen in interconnection. It is on the basis of integration that it is possible to solve the current problems of the time. It has been scientifically proven that the use of an integrative approach in teaching the science of "education" achieves practical results.

However, some scientists believe that integration poses a threat to mechanical coupling. Leaders of educational institutions often face difficulties in determining the goals and objectives of the integrated course, choosing the necessary curriculum, improving the qualifications of teachers[5]. Thus, integration of education, while creating the ground for development, is becoming an urgent problem in every school. This is due to a lack of understanding of the nature of the integrative approach. Educational system organizers have a great responsibility to solve this problem correctly. Understanding integration as the main mechanism in the humanization of educational content allows to determine the value, that is, the importance of advanced traditions in the development of a modern school.

Research by didactic scientists shows that the method is effective with practical activities. N.N. Skatkin, I.Y. Lerner, Y.K. Alexyuk, Y.K. In Babansky's observations, the definition of secondary types of signs related to educational methods is given. They proved that style is expression, content and method of education[24]. Hegel shows style in philosophy as a form of movement of content. During the educational process, the teacher and the students express their knowledge, abilities and skills through various logical systems in the form of deduction, induction, synthesis, generalization, clarification, comparison.

The integration relations of primary school subjects are poorly developed and expressed in contradictions. There are many contradictions among scientists about the essence of these relations[6].

Let's consider what integration is as a phenomenon from a methodological point of view and a term.

Integration comes from the Latin word integratio - restore, fill, integer - whole. We have two concepts in this regard:

1. System, a concept that indicates the state of dependence of separately classified parts and tasks of an organism and the process leading to this state.

2. The process of bringing together the sciences that are carried out together with the processes of classification.

In general, the integration of educational content is a world tradition (idea, thought, aspiration), and the integrative approach reflects the objective integrity of systemic relations at various levels[7].

During integration, the volume of interdependence increases and decreases, the functioning of the parts of this system and the integrity of the learning object are regulated. How can these general rules be applied in school education? According to the modern didactics and methodology, the success of education, development and upbringing of students depends on their ability to solve interdisciplinary and intra-

disciplinary connections in "educational" lessons. Integration in education is considered through a systematic approach to the construction of the content of academic subjects[25].

In fact, today's age of globalization, which predicts intellectual development and requires the implementation of fundamental reforms in a number of social and economic spheres in the way of its development, puts clear and reasonable demands on representatives of a number of social and humanitarian spheres of society[8].

However, it is true that the era of globalization poses serious threats to the future of all humanity, and it is true that it is not lost in the vortex of ideologies that are watered with ideas of different nature and insufficiently understood from the outside, everyday life, moreover, the flow of information of the growing young generation. Obstacles arising in the choice of l are proving. Among the philosophical issues of the sciences dealing with problems related to the development and prospects of society, the philosophy of education is also related to the study of the intellectual level of a person in the process of education, with the issues of social-humanitarian, natural-scientific development of a person. is engaged in. Even when considered logically, the word "education" means to teach a person based on teaching and explanation, to teach him the theoretical qualities of education, the norms of behavior and practical skills necessary for mastering a certain profession[9].

He also justified the inappropriate aspects of separating one science from another. In their time, famous Western pedagogues such as Y.A. Komensky, K.D. Ushinsky strongly criticized the dialogue-based methods, which had a priority place in the education system for a certain period of time, and denied the absoluteness of these methods. With their views and experience, they tried to prove the necessity of supplementing these methods with practical and demonstrative methods. In accordance with the reforms implemented in our country, the problems of harmonizing relations between society and the environment, establishing and forming a creative attitude to the environment are of great importance in the educational process[10]. Today, traditional teaching is being replaced by person-centered approaches. In this context, it should be noted that the end of the 20th century put an end to technocratic development and paved the way for the beginning of humanitarian culture. Replacing the logic of power and fear with the philosophy of consciousness and love is a unique strategy of the 21st century. Therefore, the reforms implemented in education should serve the society in accordance with this logic. In this place, the importance of non-traditional form of education - integration increases even more[26].

After all, depending on the level of integration, according to the technique of its application, it will be possible to determine the perspective of the implemented technology. After all, integration is a factor that can be manifested as the main factor in the transition to a new qualitative state as a result of the assimilation of various characteristic contents. Integration is the combination of a large volume of educational material of a diverse nature, which can be characterized by deep, non-traditional education[11].

Nowadays, technologies aimed at the development of children's personality, which are becoming more and more popular, are being implemented in our country. In particular, it is necessary to organize activities that enable the comprehensive development of a person's cognitive ability and the process of education, taking into account the correct and conscious use of pedagogical technologies in accordance with the content and content of the lesson. In this case, the pedagogue focuses on the goal of expanding the student's worldview[27].

These are more integrative type of training, and in organizing them, the teacher should master a number of aspects specific to interdisciplinary integration. It should be noted that integration is the joining of some parts or elements to each other, turning into a whole, rounding up[12].

The concept of "integration" was explained by Spencer as early as the 18th century. Before starting integrative education, it is necessary to have a certain understanding of its classification - the division of integrative education into classes (classification). Doctor of Pedagogical Sciences, Professor R.A. Mavlanova, this classification is expressed as follows:

- courses based on cross-border disciplines; - courses based on basic subjects;
- courses based on general scientific concepts, laws, theories;
- courses based on the problems related to the evolution of science, the methods of studying nature from a scientific point of view, the scientific view of the world;
- based on complex objects;
- based on various problems;
- based on activity[13].

Therefore, in the lesson of "education" in primary education, which is emphasized in this research, the integration gathers academic subjects such as reading, mathematics, science, art, work.

A teacher who organizes his lesson in an integrated way chooses tools and methods in accordance with the age, level of intellectual development and, of course, interests of the primary school student[28].

The theme of the integrated lesson project may be related to some issue of the curriculum, in which the goal is to deepen the knowledge and differentiation of the learning process, which determines the level of mastery of this topic among gifted students and students in general. Integrative lesson from regular lessons:

- accuracy, conciseness, dense volume of educational material;
- all-round logical conditioning of academic subjects being integrated at each stage of the lesson[14];
- it is distinguished by having a wide range of information in the given educational material.

In an integrated lesson, it is necessary to define the goal taking into account the connection of several subjects. In such an exercise, it is necessary to calculate the optimal amount of assignments given to the student.

It is necessary to coordinate the activity and behavior of the teachers of several educational subjects conducting the training. It is required to conclude these trainings as a final result. One of the subjects being integrated should be taken as the main one. For example, let's consider the process of integration in the content of "educational" lessons held in primary classes[29].

When the teacher plans his work in the following sequence to conduct the training on the topics created on the basis of the scientific views of the students, he is considered to have designed a lesson that meets the requirements of the educational content. It will be possible to combine this training with natural science, mathematics, etiquette lessons and English language.

While various games are designed for children of this age, they can be used in independent plot games, cognitive games that improve students' research skills. Also, during the course of the lesson, it is appropriate to show electronic presentations on the process of completing a specific work assignment, various video clips that point to the interdependence of subjects, such as natural science, mathematics, mother tongue and etiquette, physical culture, which provide an integrated look of the lesson[15].

For example, in science, tools such as fairy tales about nature, showing episodes of cartoons on the screen, expressive reading of poems and proverbs related to the topic by students accelerate and intensify the process. In addition, conducting developmental games such as "Who am I?" aimed at learning about natural creatures, "Estafeta" that teaches how to perform quickly, and "Khop" that teaches colors and shapes are also successful at the level of demand of the class. ensures that[30].

Thus, the effectiveness of integrated education is strongly related to the correct, pedagogically based choice of the form of education, which requires a deep analysis of all three types: educational, educational, developmental goals.

Interdisciplinary integration can also be implemented only in a pedagogical team where a healthy environment, mutual respect and creative cooperation prevail. The successful aspects of the integrated lesson include:

1. In this type of training, the child begins to imagine the world as a whole.

2. The child's potential develops, he begins to study the environment with great interest, events begin to encourage him to search for a logical, intellectual, logical solution in his mind. As a result, communication skills, comparison-comparison, generalization and conclusion skills will develop[16].

3. The form of training is interesting because it is not standard - in such lessons, the developmental goal is provided at a particularly high level.

4. It is one of the main factors that increase the teacher's creativity and professional competence.

Therefore, the organization of lessons in an integrated form guarantees not only an interesting and meaningful lesson, but also the comprehensive development of the worldview of students. Without personal experience of interdisciplinary connection, interdisciplinary philosophical issues, it is correct not to present an integrative training to the student, because the unrealized integration puts the cognitive process in the student's mind into an abstract state, through which confusing conclusions are drawn. yadi

Appropriateness and appropriateness of the conversation and story, the amount of questions, their content and logic, and the volume of the story should be the focus of the teacher's attention. Usually, when reading topics close to students' life experiences, there is often no need for conversation. However, the introduction of the teacher, which guides the students to the topic, is definitely necessary. Without it, it is difficult for students to fully understand the work[17]. Before reading the stories on the historical topic, the teacher determines the knowledge of the students about the history of the Motherland and the great figures of its glorious past. Preparatory work before reading poetic texts is very complicated. The task of holistic perception of lyrical works is to create a harmonious mood in the poet's psyche, to motivate the students to rejoice, be surprised, and grieve together with the poet. In this case, the introduction of the teacher should be short, goal-oriented and help to enter the poet's world. Reading and analyzing the text. In the process of reading the text, students get acquainted with its ideological and artistic features, events reflected in the work. Based on the genre characteristics of the work, the text can be taught expressively,

interpreted and divided into roles. Reading the literary text helps to clearly imagine the scenes described by the author, to draw appropriate conclusions from the actions of the heroes of the work. "The main goal of the analysis is to understand the essence of the artistic world reflected in the work, to correctly and fully perceive its original content." Analysis is an important factor in encouraging students to think creatively and independently. In the process of analysis, students express their opinions on the events described in the work, learn the meaning of unfamiliar words, and fully understand the meaning of the text[18].

In fact, "the main problem of literary analysis is the analysis carried out by working on the text. When the reader gets acquainted with the content of the work during the reading, he turns to its poetics during the analysis. "Reading enriches the senses and prepares the mind, while analysis helps to deeply study the meaning behind the text." While working on the text in reading classes, the main attention is paid to its content, its structure should not be neglected. In particular, the student who understands the use of past, present or future tense forms in the description of the situation, landscape, past, and psyche of the heroes of the work will not be mistaken in narrating the content of the text orally. Focusing students' attention on the fact that verbs are usually in the same tense in the description of events of the same content in the text (landscape, mental state of a literary character, portrait) will help them not only to read and write, but also to perceive and think about the content of the text. It also helps to build related skills. Inter-sentence communication in texts is of particular importance[19]. Usually, the part of the text that talks about one person or one event is interconnected and begins with a paragraph. Asking students to read or copy passages of text in lessons helps to focus their attention on a specific goal. Between the sentences in the text there are relationships defined by communication tasks, that is, meaningful communication.

This relationship is reflected through the lexical-grammatical tools that express it. Just as not all words can be combined into a sentence, not all sentences can be combined into a single connected text. For example, sentences such as "The children went to rest", "The flowers opened", "Famous nouns are written with a capital letter" cannot be combined into one text. Since they have different contents, they cannot be united by any relationship. Generalization and drawing conclusions. Such types of work are focused on the deep understanding of the issues reflected in it by making general conclusions about the content of the text, reflecting on the undiscovered aspects of the topic, and forming the skills of applying the acquired knowledge in practice. In the process of working on the text, oral description of the events of the work, creation of comparative stories, description of the actions and characters of

literary heroes are considered important means of speech development. In this process, students develop an attitude towards the process, event, person or his behavior expressed in the text[20]. Determining why the good is good, why the bad is bad, and the rightness or wrongness of the actions of the heroes of the work is the main task of text analysis in elementary school reading classes. In the 1st grade, students understand the content of the pictures in the "Alifbe" textbook, create a coherent text based on them, create an understanding of sentences, words and syllables, oral and written speech, and at the end of the school year, the text by working on it, determining the scope of the works given in the "Reading Book", completely retelling the content based on a ready plan and on the basis of exhibitions, dividing it into parts, describing the characters participating in the work, the meanings of some words in the text to interpret, express their opinion on the read work, accordingly, it is expected that they will read 25-30 words from an unfamiliar text in one minute[21].

Conclusion/Recommendations

If the intended result of speech development is not achieved in the first year of education in general secondary schools, the process of speech development by working on the text in the 2nd grade reading lessons will be difficult. This, in turn, has a negative impact on the learning of all educational subjects by the student. Therefore, it is necessary for the teacher to organize each lesson based on a strict plan. In the science of methodology, the re-description of the text in two different ways is noted. These are: a) description with words; b) graphic representation [22]. Description with words is a complex type of work, which involves accurately recreating the event, character or scene described in the work with the help of words. Such description requires the correct choice and pronunciation of words as one of the important means of developing students' speech. Reimagining the text is of great importance in working on the text and develops students' creative abilities. The correct use of recapitulation creates favorable conditions for readers to clearly imagine the life scenes described by the writer in the work. In conclusion, in primary reading classes, the teacher's introduction is one of the leading links of preparation before reading the text, and the effectiveness of spiritual and moral education largely depends on it. depends on the organization of the event.

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