



TECHNOLOGY OF ORGANIZATION OF INTEGRATED LESSONS IN THE PROCESS OF PRIMARY EDUCATION

Abdujabbor Usmonov

Teacher of the Jizzakh State Pedagogical Institute
(ORCID-0000-0003-4401-8651)

Kadirova Matluba Botirovna

Master of 1 Courses in The Specialty
Education Theory and Methodology (Primary Education)

Annotation

The integrated lesson concept itself remains controversial. This can be considered a lesson, which solves a specific and long-term problem and on this basis represents a new complex unit, which is located in a qualitatively different plane than the planned objects or objects. Therefore, both the availability of several teachers and the mechanical unification of instructional science materials is not an indicator of the level of integration. This level is determined only by the scope of tasks that are carried out through integration. First of all, this is a process of cognitive curiosity and the development of general educational skills and abilities.

Keywords:

Integrated lesson, technology, problematic teaching method, teacher, my discovery, I found, invented, the lesson is working.

Introduction

The principles of socio-economic development of our republic in the current period require further development of our spiritual potential and economic strength, reconstruction of them in a way that meets the requirements of scientific and technical development of the 21st century in order to obtain a worthy place among the developed countries of the world. To do this, it is necessary to change the outlook of our youth, to raise their knowledge and spirituality to the level of world leaders.

Today, the society has set the task before the school: to develop their special abilities for the purpose of their independent cognition.

Problematic educational technology occupies a leading place in solving these tasks. It is known to us that problematic education occupies a special place in modern educational technology. The problem lies in the backdrop of educational technology or a chain of interrelated problems.





The educational process based on the problematic teaching method is carried out in the following four stages.

Create a problematic situation;

Formulate problems and make a general analysis to solve the problem;

To date, no stylistic definition of the concept of "integration" has been found in any dictionary or reference. Despite the fact that he has been dealing with this problem for a long time, there is still no single point of view on this issue. The researchers interpret the integration differently.

So, N.S. Svetlovskaya understands integration as "the creation of a new integrity based on the same types of identified elements and parts in several previously distinguished elements (training subjects, types of activities, etc.), and then the adaptation of these elements and parts to a special quality monologue that did not exist before". In his opinion, an important condition for integration is the construction of material on the basis of a number of subjects and a natural subordination to one goal and function in the methodology.

L.N. Bakharev interprets the concept of" integration "in a similar way, describing it as" the process of convergence and connection of Sciences ..."that reveals "... striving for the quality of a new stage of educations represents a higher form of communication ...", contributes to the creation of a new holistic" monolith of knowledge". "

The author notes that integration does not negate the system of subject study, but rather it is a possible way of improving it, eliminating shortcomings, and focusing on deepening the interdependence and interdependence between the subjects. Such an approach to the problem is based on understanding the relationship between integration and differentiation.

Application, regulation and politicization of issues of practical and theoretical character.

In the course of the lesson, the reader makes a "discovery", which is important in its own way, solving the problem. In this case, confidence in the reader makes a dressing (that is, my discovery, I found, invented)

The problem with this aspect is that educational technology outperforms all other instructional technology. Because this is having the skills to carry out research, analyze, draw an empirical conclusion, apply it to another situation, to systematize thought patterns approximately and prove their application to practical activities in the future.

Problematic education relies on traditional teaching methodology. The problem of the teacher not only puts the situation in front of the students, but also teaches the students that it is necessary to search for a solution, the methods of research. Finding



a solution to the problem. To move on to the search, first of all, the necessary must be created.

The problem should be clear, students should be able to use the information, concepts, knowledge they have received in previous subjects, disciplines in the process of solving. It is also important that the problem posed to the students has its relevance. The reader needs to carry out the research on a particular system, a problem that is in particular. Then the reader will analyze the problem, will be able to distinguish parts and will come to the solution.

The design of the educational process directly leads to the application of problematic education and, on the contrary, to the design of the problematic educational education. The problem of teaching is used as a didactic construction of the implementation of technological designed learning process.

American scientist U. Gordon emphasizes that teaching students how to formulate problems, its organizing elements, distinguish the main purpose of the study, search for similarities in the solution of issues of different character is important for the problematic learning process. The teacher should not only know how to put the problem but also teach the students how to find a solution to it.

The problem is correct (similar to a particular issue, the issues are somehow solved), personal (trying to get into the image of an object given in a particular issue, and in this respect-to try to take offense), symbolic (to give an figurative definition of the essence of the matter through two sentences), fantastic (How would the heroes of the fairy tale solve this issue).

By teaching students to solve a problem situation in such a way, skills of Synectics, abstraction, fantasizing, hearing other people, finding a simple out of the ordinary, unusual out of the ordinary, skillful use of analogies are formed.

In the problematic educational process, the teacher manages the exchange of ideas between students; to be able to stand in his mind on the basis of reliable evidence; to discuss the opinion of the opposition, to develop his skills; to base the activity of active thinking on the reader, to actualize the issue, to express his opinion, not only, but also to develop the skills

2. The use of integrated education in primary school

In the process of identifying the Moss of integration, we identified its philosophical, pedagogical — psychological and methodological foundations. It is known that the process of teaching and learning is inextricably linked with each other, but in the formation of a human personality, education acquires mastery. Because, upbringing involves little of the entire set of educational process. In the upbringing of a modern intellectual person, it degrades all the qualities of integrated education(mental, moral,



economic, cocktail, aesthetic, hygienic, physical education) and ensures their little attachment. In the process of integrated education, the flowing man acquires a comprehensive knowledge of the integrity of the universe, the universe, the fields of nature, the interrelationships of Nature, Society and people.

It has the ability to suppress the beauty of nature, to enjoy it, to respect it. In the context of the global of Education, a wider perception of the interdependence of science is the same necessity. Educational institutions that rely on the principle of interdependence of science should take an applied to the flow process. The principle of interdependence of science ensures that the complex aspects of the relationship are exhausted, penetrates into the inner essence of knowledge, resulting in a variety of systems of internal communication, integrative integrity.

The implementation of science communication in the educational process has a strong impact on the quality of education and allows to: - modernize education, expand the possibilities of innovative teaching; with the provision of science communication, it helps to reduce this science, not only increasing the interest of the few in the organizing the lesson, but also increasing the interest of the few in As a result of the systematic implementation of science communication, the relevance of the flow training process increases significantly. One of the main tasks of the school is to formulate a holistic, interdependent unity of the world in the streamers, its global problems, as well as knowledge of the sphere and understanding of the solution of these problems. In the context of Education, man and his attitude to the world: – man and nature, – man and society, – man and Man, – Man and technology, – nature-humantechnics-environment the problem is increasingly central. Science that organises nature can not be organized once in a class. It is necessary to organize it on the basis of continuity and harmony in the system of the kindergarten, school. The content of Natural Science Education should reflect the integration and integration of knowledge into various flow Sciences, organising the problems surrounding human and nature relation, which leads to qualitatively new degeneration of knowledge in natural sciences. This knowledge can be manifested as a set of little-specific synthesis, knowledge of Natural Sciences and humane orientation. Their characterization as a systematic and probable method of thinking is one of the distinguishing features of natural knowledge.

The integration of the biosphere, which is organized on the basis of solidarity, can be effectively defined the body of Natural Sciences in finding solutions to global issues in the context of scientific knowledge, Organization of human activities, struggle for peace. Ultimately, this leads to a decrease (in favor of the latter) in the basis of the harmony of the ratio between the general and cultural knowledge with the special



knowledge in all school flow Sciences. In this way, integration, established on the basis of solidarity, is manifested as the main mechanism for humanization of the content of natural sciences education. The organization of the objects of our research in the system of "Nature – Science – Technical – Society – Human" Solidarity has shown that the content of natural sciences education is considered to be the only methodological basis of humanization.

3. Integrated lesson types. The effectiveness of the organization of integrated lessons. Integrated lesson. An integrated course from the head is an extracurricular reading. Here is a holistic process:- study skills, which the book received in the lessons of reading as a reading instrument;- work on the text; - selection of books, such as the selection of the circle of interlocutors.

Checks have shown that there are methods and tools that help to implement an integrated approach:

1. Euristic conversations;
2. General conversations;
3. Returns;
4. Observations in the lessons of native language naturalism, creative works written on the basis of materials of artistic works for Speech Development;
5. Visual techniques of Education;
6. Independent work;
7. Reading, drawing an oral drawing in mathematics lessons;
8. Images with a sign (pantomime);
9. Expressive reading of nature images in natural science lessons;
10. In the lessons of mother tongue dictators of natural science, writing texts (repeating orphagrams belonging to the same class);
11. Solving, solving mathematical problems on the basis of local knowledge.

The purpose of the lesson:

- a) to determine the students' understanding of speech, vocabulary, speech;
- b) to develop the ability to compose a story (text) from sentences and sentences with the participation of words, words on the basis of pictures;
- d) develop beautiful writing skills.

Type of lesson: repetition, reinforcement.

Method of the lesson: conversation.

Equipment of the lesson: different pictures ("School", "First Call")

The course of the course:



1. Organizational part. During the long-term vacation period, students are slightly away from each other. Therefore, in order to increase the activity of students and strengthen friendship between them, the training "Muzyorar" is carried out.

The training is conducted in the following order. One of the cereal crops - (beans, peas or rice) is thrown into a small bag by a teacher who is planted, without saying his name (as "Farhad"). Farhad, who hung up the bag, said the name of the other comrade and let him throw the bag into it. The training will continue in this order. Now, when the pupils scoop the next bag, they throw the bag, saying the names of their comrades and adding human qualities, beginning with the capital letter of their names. For example: Gulnoza — beautiful, virtue — intelligent, brave — courageous.

2. Work with the textbook.

1-Exercise.

Photo based conversation. Students carefully observe the picture in the textbook, tell about what is in the picture and the persons in turn. Teachers or students alternately write each said word on the blackboard.

For example: a tree, a leaf, a building, pupils, a flower, a folder, a ram, a girl, ... With the participation of these words, sentences are formed.

For example: Khalida is an excellent girl. The right to ring the first bell was given to him.

Golden autumn has come, the leaves of the tree turn yellow.

Structured sentences are arranged, the text is formed. Find a sar-plate on the text. For example: under the heading "knowledge day "or" My School — Old Age", the text is written.

The golden autumn has come. The leaves of the trees began to turn yellow and shed. The pupils came to the old schools with a flower in one hand, a bag in one hand. O'the teacher welcomed the students with kindness. Look, the bell was also ringing. The right to ring the bell was given to a lady Khalida.

3. Work on the 2nd exercise in the textbook.

Sentences in the text of the exercise are taught to the students. It is determined from what the sentences are formed, how they are separated from each other according to the condition of the exercise. Readers can download and write the last sentence and check what they have written from the book.

On both exercises, the following question-answer is held:

- What did we mean by the picture?
- We expressed our opinion through the picture.
- Through what did we express our opinion?
- We expressed our opinion through words.



- What is called the thought expressed through sentences?
- The thought expressed through sentences is called speech.
- What is the structure of speech?
- Speech is formed from sentences.
- What are sentences made of?
- Sentences are formed from words.

From the answers to the questions, the rule in the textbook is subtracted.

4. Conduct hand letter exercises.

The following material is provided for the exercise.

Well, you know what? Justice-clever. Justice is a smart girl.

The teacher reminds the readers of the rules of . Correct hand letter to sit in a sentence, a part, a tambourine and a pen, pay attention to the elements of the letter, the connection of letters in writing to each other, write without taking off the hand and understand what the spacing between words will. Each of the given is written from a series. Before students start to work:

"If you write a letter, beautiful summer!

Your writing will be "words" and then they will start working.

5. Work on the 3rd exercise in the textbook.

The task of the exercise makes. Time is given for students to remember what they did in the summer, to think about it, to summarize their thoughts. After collecting thoughts, 2-3 readers will tell about their work on vacation, about the most interesting events.

6. Creative dictator.

For a creative dictator, the following words are given.

Summer, vacation, village, field, work, help, occupation, book, fairy tale.

Students are instructed to formulate connecting sentences using the words given to them.

7. "Cheerful minute", " Who Am I?" to win over the hard work.

One sitting is called on a blackboard and put on a crown b sitting with a picture of a tomato, not showing it. The crown sucks the people in the class who are wearing it.

- Am I alive? (Yah.)
- Dead? (Yeah.)
- I'm a fruit? (Yah.)
- Carrots? (Yeah.)
- She's cute? (Yah.)
- Am I bitter? (Yah.)
- Am I Blue? (Yah.)



- Is he red? (Yeah.)
- Can I make sugar? (Yeah.)
- Then I'm a tomato? (Yeah.)

With words like "Well done, you found the right one, if you are smart, if the mind is sharp", because he finds himself right, his comrades will encourage him. o people say that they make up a sentence about tomatoes. Some of them (grammatically correct and meaningful sentences) can be written without saying.

8. To consolidate and consolidate the knowledge learned in the lesson with questions and answers, to evaluate the knowledge of students.

9. 4-the exercise is assigned to the house as a task. It is said to determine how many words there are in the text, to tell the content of the text and to find a title for it.

In summary, the problems encountered by the teacher in conducting an integrated lesson. All school disciplines have specific integration potential, but the ability to combine them, the effectiveness of integration depends on many conditions that must be taken into account when planning a combined course or course. First of all, the level of preparation of students of a particular class is analyzed. This may be one of the reasons why they use the difficult integration method in their learning activities. Sometimes it depends on the fact that schoolchildren successfully study one subject, and on the other they acquire certain knowledge and skills.

The combined lesson requires additional preparation, great knowledge and high professionalism from the teacher. In the development of such a lesson, the teacher should pay attention to the following.

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