



INTEGRATED APPROACH IN PRIMARY EDUCATION

Toshpulatova Mamura Ismailovna

PhD, Associate Professor

at the Tashkent State Pedagogical University

Abstract

This article reveals the theoretical foundations of an integrative approach in modern primary education. The problematic field of development of domestic primary education is characterized; the relevance of integration in the educational process of the school is substantiated. Various approaches to the understanding of pedagogical integration, key issues of implementing an integrative approach in the modern educational situation are considered.

Keywords: universal learning activities, integration, interdisciplinary connections, integrative approach, met subject-learning outcomes.

Introduction

In the state educational standard of the Republic of Uzbekistan of primary general education, guidelines for assessing personal, meta-subject and subject results are set. The practical point of view towards meta-subject and personal results is facilitated by integration, which involves reducing student overload, expanding the scope of information received, and reinforcing learning motivation [1].

An integrated approach contributes to the implementation of a competency-based approach in teaching almost all subjects, develops students' logic, large-scale development of thinking, communication skills and, largely, helps them in the formation and development of universal learning activities.

According to Pleshakov A.A. [3], an integrated lesson is a special type of lesson that combines learning simultaneously in several disciplines while studying one concept, topic or phenomenon.

In an integrated lesson, the following are always distinguished: the leading discipline, which acts as an integrator, auxiliary disciplines that contribute to the deepening, expansion, and refinement of the material of the leading discipline. The integrative-thematic approach makes it possible to establish that the topic being studied can be related to other topics of the subject and course, as well as "various topics of other disciplines of the primary school curriculum. That is, the studied topic can have intra-subject, intra-course and inter-subject communications at the same time [2].

Interdisciplinary integration is a process of rapprochement, interconnection, complementarity of various academic disciplines in order to create a unified picture of the phenomenon under consideration among students. As the main argument in favor of an integrated approach, it is put forward that the study of the foundations of science through integrated forms of education corresponds to the so-called syncretism of the thinking of younger students. Which



consists in the fact that the child perceives the realities of reality holistically, without differentiating details, in the entire set of forms, colors, sounds and smells. It facilitates the conduct of integrated lessons and the fact that the primary school teacher teaches all or most of the subjects in the classroom.

The advantages of a multi-subject integrative lesson over a traditional mono-subject one are obvious. At such a lesson, you can create more favorable conditions for the development of a variety of intellectual skills of students, through it you can reach the formation of a broader thinking, teach the application of theoretical knowledge in practical life, in specific life, professional and scientific situations. Integrated lessons bring the learning process closer to life, enliven the spirit of the times, and fill it with meaning.

Usually, in interdisciplinary integration, weak, medium and high degrees are distinguished. Interdisciplinary connections are usually considered a weak (low) degree of integration, when, when studying the material of one subject, the material of another subject (facts, illustrations, concepts, musical fragments, etc.) is occasionally included. At the same time, the independence of each subject with its own goals and objectives is preserved.

An integrated lesson is considered an average degree of integration, when an object that is extremely difficult for students is studied from different angles by means of several academic subjects, but at the same time, the independence of each subject is maintained in general.

A high degree is the creation of integrated courses, with the aim of creating a unified picture of the phenomenon in question among students by means of several academic subjects. In the primary grades, the use of an integrated approach is facilitated by the fact that the teacher teaches all or most of the subjects in the classroom [4].

An integrated program is the study of mathematics (arithmetic + algebra + geometry) at school. The educational component "World around" includes basic information of the disciplines of natural science and social science cycles. In addition to holistic programs, the methodological literature (monographs, collections of articles, methodological manuals, and articles in the journals "Primary School", "Pedagogy") contains numerous developments of integration issues already between these formed complexes. Interdisciplinary integration in elementary grades is understood as combining information from various subjects into a single information block based on a specific topic [2; 3].

The integration of basic education with additional education is also natural [5]. Integrated learning as a pedagogical technology is an open system: when building integrated lessons and information and aesthetic blocks, it is supposed to use other effective technologies. In recent years, a lot of schemes for building an integrated lesson have been developed. So, for example, in the "elementary school" system in the textbook "Native Speech" by I. Azimov in grades 1-2, the so-called "principle of seasonality" is maintained [6; 7]. In the mathematics textbooks of the team of authors led by L. Urinbayeva, tasks of an economic nature are quite often given, which facilitates interdisciplinary integration in the study of economic topics in the "natural sciences" of K.T. Suyarov on the topic "The World Around Us", in the process of integration, lessons are included in the immersive world, mathematics and the native language (composition-reasoning) [2].

Conducting an integrated lesson by one primary school teacher who owns the material of an integrated discipline is becoming the norm today.



Teachers resort to the use of an integrative lesson infrequently and mainly in the following cases:

- If duplication of the same material is found in curricula and textbooks;
- with a time limit for studying the topic and the desire to use ready-made content from a parallel discipline;
- in the study of antiscientific and generalized categories (movement, time, development, magnitude, etc.), laws, principles covering various aspects of human life and activity;
- when identifying contradictions in the description and interpretation of the same phenomena, events, facts in different sciences;
- demonstrating a wider field of manifestation of the phenomenon under study, which goes beyond the scope of the subject under study;
- when creating a problematic, developing method of teaching a subject [5].

Of course, there are other cases of motivation for using integrative lessons. For example, teachers tend to diversify teaching methods, use innovations, and the desire to realize their erudition on the issue under study. This, of course, is also commendable, but still not the main thing when choosing this type of lesson for studying the topic.

Studying the experience of many primary school teachers, we suggest that before deciding on an integrative lesson, you need to find an ally - a teacher of another subject with whom integration is being started. Both teachers will have to determine their joint interest in integrating their disciplines. Both teachers should be aware that they would have a lot of work and a lot of time and effort, much more than when preparing and conducting separate lessons.

The most problematic place of an integrative lesson is the technology of interaction between two teachers, the sequence and order of their actions, the content and methods of presenting the material, the duration of each action. Their interaction in this case can be built in different ways. It can be a priority, with equal share participation of each of them; one of them can act as a leader, and the other as an assistant or consultant; one teacher in the presence of another as an active observer and guest can conduct the whole lesson [7].

Any integrative lesson is associated with going beyond the narrow framework of one subject, the corresponding conceptual and terminological system and method of cognition. On it, one can overcome the superficial and formal study of the issue, expand information, change the aspect of study, deepen understanding, clarify concepts and laws, generalize the material, combine the experience of students and the theory of its understanding, systematize the studied material [1; 7]. Perhaps, therefore, the duration of an integrative (binary) lesson (we have recently noticed) can be different. Nevertheless, most often they use a lesson and an extracurricular hour for it.

Any components of the pedagogical process can be integrated in the lesson: goals, principles, content, methods and means of teaching [3]. When, for example, the content is taken, and then any of its components can be distinguished for integration in it: concepts, laws, principles, definitions, signs, phenomena, hypotheses, events, facts, ideas, problems, etc. It is also possible to integrate such components of the content as intellectual and practical skills and abilities, which is often even necessary; these components from different disciplines, combined in one lesson, become system-forming, educational material is collected and brought into a new system around them. According to many authors, the system-forming factor is the main factor in



the organization of an integrated lesson, since the method and technology of its construction developed further will be determined by it [2;3].

In order to properly connect the combined components of the educational process, it is necessary to perform certain actions that are initially creative in nature. During this preparatory activity, the teacher determines:

- Their motives for conducting an integrated lesson and its purpose;
- composition of integration, i.e. a set of combined components;
- leading backbone and auxiliary components;
- form of integration;
- the nature of the bonds between the material being joined;
- the structure (sequence) of the location of the material;
- methods and techniques of its presentation;
- methods and techniques of processing new material by students;
- ways to increase the visibility of educational material;
- distribution of roles with the teacher of the integrated subject;
- criteria for assessing the effectiveness of the lesson;
- the form of recording the prepared lesson;
- forms and types of control of students' learning in this lesson.

An integrative lesson can be composed as one big lesson built on the material of two or three disciplines. It can be made integral with a single methodological structure as a series of modules (algorithms, problems, learning tasks and assignments) that comprehensively combine integral knowledge, skills and abilities.

The development of the structure of an integrative lesson is a joint task of teachers of integral subjects. An integrative lesson, due to its complexity, requires a script, but a difficult plan or summary. There are several subjects of the process of cognition, different characteristic material, different subject teaching methods. All this requires thoughtful management of an essentially new process of cognition.

Currently, leading methodologists, university professors and practicing teachers are quite successfully developing integrated programs, cycles of lessons and individual lessons of an integrated type.

In our practice, students are given binary lectures and practical exercises using integration, this process is practiced and effective options are studied, the power of the author of the present work.

The elementary school can and must do something more important and essential than just teaching reading, writing and counting, since the stimulation of intellectual activity during the formation of the personality of any child is as important for his subsequent success as natural abilities.

Thus, the integration of primary education is the connection and consistency of all components of education that ensure the effective progressive development of the child, his successful upbringing and education at these levels of education. The integration of the pedagogical activity of teachers of different subjects gives rise to qualitatively new properties of their joint activities, which contributes to the achievement of optimal results in matters of succession.



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