

PRIMARY EDUCATION INTERDISCIPLINARY INTEGRATION DIDACTIC PRINCIPLES OF IMPROVEMENT

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Abstract

This is it In the article , the principles of improving interdisciplinary integration among first - grade students , the forms, methods, means of applying these principles, the mechanism of improvement, their implementation in practice, the implementation of improving students' knowledge on the basis of interdisciplinary integration into the pedagogical process, scientific teaching the application of the methods of ensuring the content and quality of the methodical process to the pedagogical process, the interdisciplinary scientific outlook of the future elementary school teachers and students formation based on integration implied.

Keywords: integration , thinking, knowledge, efficiency, improvement, mechanism, school, student, teacher, content, form, method, tool, content, knowledge, skill, qualification, competence, lesson, innovative process, acquisition, technology, formation.

In particular, changes in the field of education and high efficiency depend on their compatibility with global educational requirements and the extent to which the skills acquired by pedagogues are put into practice in the future work activities, and this situation is a positive change in the quality of education. as a result of the introduction, it shows that the quality and efficiency of education is ensured, and an innovative-integrative pedagogical process is created.

The content of general education is aimed at all-round mental development of students, development of different thinking in them. Studying each academic subject allows the student to create a process of understanding the material, to remember it, to create a mental focus that activates the effect, develops thinking, speech and imagination [2].

The interrelationship between sciences is an objective reflection of the existing interrelationship between the events of nature and society. Therefore, interdependence is a common and important characteristic of things and events in nature and society. Everything depends on knowing the relationship with events [5].

In particular, the content of education should reflect the coherence and integration of knowledge related to the relationship between man and nature, various academic subjects that study the surrounding problems, which will lead to qualitatively new changes in knowledge. Integration organized on the basis of unity in this process can determine effective ways to study human activity and find solutions to global issues.

Thus, integration organized on the basis of integrity appears as the main mechanism of humanization of educational content.

Also, in the development of the didactic system, comprehensive perception of the world, systematic thinking and axiological evaluation of the "nature-human" system are considered to be the primary goals. In this approach, the scientific principle of teaching acquires a completely new quality.

Based on the results of our experience in implementing an integrative approach to the humanization of educational content, in the development of the concept of interdisciplinary integration of natural and native language literacy subjects in primary grades, the "nature-human" system that reflects the objective relations of students' worldview in real life in an integrated manner based on the knowledge of interrelationships. Such approaches lead students to explain that the spiritual symbols of modern society are deeply connected to the strict demands of the educational process.

Principles of selection of materials on the content of integrated knowledge development in primary school are required. This is done on the basis of didactic principles.

Therefore, based on didactic principles, in addition to curriculum materials, it is possible to provide interdisciplinary integration, adding the necessary amount to each educational material. It is important to clarify the essence of concepts related to its systematicity and effectiveness, the connection of theoretical learning materials with practice, the extent to which students can master the materials given by students, taking into account the age characteristics of students. should be noted [7].

Improving the content of general education is aimed at ensuring the strengthening of social and economic aspects of humanization of teaching of all school subjects. The interdisciplinary integration of natural language and mother tongue literacy in elementary grades aims to vividly reflect the humanitarian nature of our society. The cycle of natural and social sciences plays an important role in bringing students to adulthood in the spirit of humanity. It is the integration of academic subjects with each other and bordering subjects by limiting the big ideas, factors, and conclusions.

in primary grades are as follows:

1. The scientific principle - it is shown that enriching the acquired knowledge, skills and qualifications of students in the content of interdisciplinary integration of educational materials will be important in their future life and career choice.
2. The principle of coherence - the status of these subjects in the curriculum is studied, considering the interdependence of knowledge, skills, qualifications and competencies in the context of interdisciplinary integration.
3. Consistency principle - on the basis of this principle, educational materials for interdisciplinary integration are selected, keeping the sequence of knowledge, skills, qualifications and competencies in the curriculum of primary education subjects..

4. The principle of the integrity of education - the content of educational materials is intended to form the scientific world view of students through education.
5. Ergonomic principle - educational materials are selected taking into account the young physiological, psychological and physical development of students, as well as the energy spent by students during education.
6. The principle of comprehensibility - selected educational materials related to interdisciplinarity correspond to the previously mastered knowledge reserves of students, and allow to use them in completing questions and assignments in the content of interdisciplinarity.
7. The principle of logic - knowledge, skills and competencies in the context of interdisciplinary integration and the logical complement of the introduced educational materials, the development of the knowledge acquired by the student, the interdisciplinary and intradisciplinary connection based on the student's knowledge reserves allows to make connections.
8. The principle of the unity of theory and practice - in order to develop the thinking of students, practical assignments, observations and experiments are planned for the purpose of mastering the selected educational materials.

Therefore, the successful development of interdisciplinary integration in primary school students of general education schools and the theoretical development of the system for developing interdisciplinary integration of students in class and extracurricular activities, following the above-mentioned principles, to prepare them for various scientific activities it is concluded that it is necessary to justify the ways of involvement [8].

The results of integrated lessons are reflected in the development of creative subjects of teachers. Interdisciplinary integration is not to show the related areas of several academic subjects, but to form a vision of the whole world to students through integrated teaching.

The following levels of integration can be defined:

thematic integration;
problematic integration;
conceptual integration;
theoretical integration.

In thematic integration, two or three subjects reveal one topic. This level can also be called illustrative-descriptive. Solving the same problem with the possibilities of different disciplines is called problem integration. In conceptual integration, a single concept is considered using the forms, methods and tools of various academic disciplines. The philosophical integration of different theories is theoretical integration. For example, natural and mother tongue literacy subjects can be connected in the context of integration.

also The educational system is faced with the task of forming and developing the culture of information acquisition and processing of students. In the successful course of this process, the teacher himself becomes a consultant, a guide, a manager of the educational process. In

this case, the main issue is to enter the world of knowledge, to effectively use the resources of this world. It is necessary for the student to learn new rules in the information world, to receive and process information in all subjects.

Education of elementary school students in the context of interdisciplinary integration should be focused not only on the acquisition of knowledge, skills, skills and competencies intended by the programs, but also on the development of their perception. It is recognized that the development of students' cognitive abilities is carried out in connection with all educational activities of the school within the framework defined in the curriculum.

Developing students' cognitive abilities and teaching them to analyze, synthesize, compare, abstract, generalize, and similar processes means helping them to master simple concepts, express their opinions, and draw conclusions. It is necessary to strive for this, that their speech should be clear, consistent and demonstrable, as well as based on the use of integrative terms [3].

The goal-oriented process is the basis of the system of improving the content of interdisciplinary integration in students. As an object being modeled in the research work, the improvement of the integration of subjects in the educational process of the first grade, as well as the components (motivational-personal, cognitive-creative, process-integrative) provides an opportunity to create an effective integrated didactic environment aimed at ensuring effectiveness.

The concept of integration is an important scientific term, which is a methodological tool for generalization and conclusions. Because, with the help of integration of disciplines, algorithms of general harmony between the content of processes and events are created [1].

Various aspects of interdisciplinary integration are studied during the educational process. Including:

development of students' cognitive activities in educational activities;
increase the efficiency of acquiring knowledge, skills, qualifications and competencies;
it is justified to follow the principle of scientificity in providing interdisciplinary integration in teaching, as well as the fact that it is impossible to ensure interdisciplinary integration in the teaching process within the framework of one academic subject.

Teaching students in the primary school in the context of interdisciplinary integration, its systematicity and effectiveness in lessons, taking into account the age characteristics of students, the connection of theoretical learning material with practice, how to use the learning materials given by teachers it is necessary to take into account and analyze the content and essence of concepts related to the formation of a scientific outlook [4].

The reason why students successfully learn one subject may also depend on the fact that they have good knowledge of another subject. For example, in order to copy a large text literately, the ability to read it quickly and correctly is required. Without talking about this possibility, it

is necessary for the teacher to feel that it can be very difficult and harmful to teach each subject without comparing it with another, without using its information [6].

Interdisciplinary integration should be established both in the field of acquiring knowledge and skills, and in the formation of an emotional-valuable relationship to the objects to be mastered in the creative activity and existence. Also, the integrative course of education is a demonstrative educational system, based on the deepening and expansion of integrative knowledge, it explores the secrets of demonstrative, skill-building. Visual education system is built on the basis of various forms, methods, tools and objects [9].

Also, in the curriculum of general education schools, the integration of subjects is important in the formation of relationships between nature and society, responsibility for the environment. In particular, it is possible to achieve deep mastering of elementary school lessons, effective use of time, and increase the quality and efficiency of lessons through the integration of subjects.

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