

IMPLEMENTATION OF INTERDISCIPLINARY RELATIONSHIP IN TEACHING OF READING AND SCIENCES IN PRIMARY GRADES.

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Abstract

Theoretical and practical recommendations are given about the general aspects of reading and natural sciences in primary grades and the integrative approach in determining their scientific relevance. If integrated lessons are regularly used, it is possible to ensure the growth of students' achievement level, increase of their activity, because its use helps students to see the world as a whole, effective teaching, development of creative approach to educational material, o It helps to save the time of teachers and students and enrich their social experience.

Key words

integration, education, integrated lesson, normative documents, method, innovation and integration.

INTRODUCTION.

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. Methods and means of integration in the integrated (demonstration) network of knowledge: at the place of teaching in the educational plan: depending on the amount of time, the time to fully master this course, the level of mastery of students: multi-purpose and color - it is characterized by diversity and multi-functionality.

LITERATURE ANALYSIS:

We gathered the researched theoretical data on the issue under discussion and got acquainted with the work of our advanced Methodist scientists in order to enter into the analysis. According to the topic of the research, N. Jorayeva's technology of lesson integration in primary classes, M. Nuriddinova's teaching manual on the

methodology of teaching natural science, R. Mavlonova's textbooks on pedagogy, innovation and integration of primary education were reviewed. .

RESEARCH METHODOLOGY.

In the article, the Constitution of the Republic of Uzbekistan - the Law on Education (1997), the National Program of Personnel Training, the content and essence of the new version of the DTS documents on the subject of the mother tongue reflect the dialectical research methodology. laws of logic. Analysis, synthesis, comparison, organic analysis and other methods were used in the research.

ANALYSIS AND RESULTS.

On the basis of integration, the formation of different types of thinking ability in students, which is closely related to the process of knowledge (understanding).

For example, combining reading, nature, drawing lessons into one common lesson. Usually, the authors of such courses combine the materials of natural sciences and bring them into a certain system and call their courses integrative or complex (general). It can be seen that the correct sequence in the teaching of natural science materials in the primary education system can be achieved only by maintaining the structure of the lessons.

In the above chapters, special attention has been paid to the teaching methods of reading and natural sciences in primary classes, and it is intended to enrich the knowledge of students as a result of the improvement of the quality of education due to the specific aspects of teaching and its effective use. is caught.

By implementing and integrating interdisciplinary communication in the teaching of reading and science classes in elementary grades, the elementary school student perceives the world around him as a whole. For him, it is not the name of science, mother tongue, music and other academic subjects, but the variety of sounds, colors, and sizes of objects in the world around him that are interesting. Every talented teacher can sense and know that it is necessary to teach such children to see the connection between all things in nature and reading.

The main goal of interdisciplinary communication in the teaching of reading and science classes is to form a good idea about nature and society in elementary school and to form one's attitude to the natural world and the laws of their development. That is why it is important for a primary school student to be able to see and imagine objects or events from several angles. An integrated approach to education serves as a methodical basis for the implementation of interdisciplinarity in the teaching of reading and science classes, the mastery of topics and the understanding of the laws of things in the universe. This can be achieved by

returning many times to the concepts of various lessons, deepening and enriching them, identifying important signs that are understandable for this age. That is, any lesson that has a well-formed structure and procedure, and includes a group of concepts related to this study and natural science subject, can be used as a basis for integration.

For example, concepts such as "winter", "cold", "storm" are considered in reading and science lessons. During the analysis of concepts, the lesson will be creative and free, but it will also have a unique, logical sequence.

Therefore, in order to implement interdisciplinary communication in the teaching of reading and science classes, it is necessary to develop and test an integrated system of lessons that has a psychological and methodological basis. Implementation of interdisciplinarity in the teaching of reading and science classes, at the same time interdisciplinarity should be taught at the level of the curriculum and provided with the necessary teaching tools.

In the course of our research, the factors that contribute to active mental activity in the implementation of interdisciplinary communication in the teaching of reading and science classes are the favorable combination of subjects for integration, the matching of teacher and student actions, taking into account the age capabilities of children. consists of choosing the content, method, methods.

To do this, we must first determine which topics are suitable for integration. The basis of such lessons is the closeness and logical connections of the main topics of reading and science.

Integrated lessons. An integrated course in elementary school is reading outside the classroom. Here is the overall process:

- a) improvement of reading skills acquired in reading classes as a reading tool;
- b) work on the text;

In the didactic system of reading and science, integration on an interdisciplinary basis provides for the matching of the actions of the teacher (teaching) and the student (learning). Both activities have a common structure: goals, reasons, content, means, results, control. However, there is a difference in the content of teacher's and student's activities.

At the target stage, the teacher sets a general goal. under the guidance of the teacher, students understand intersubject relationships, select the necessary knowledge from various subjects, in which they focus not only on acquiring general knowledge, but also on transfer, analysis, personality traits, abilities and they should focus on developing their interests.

1. At the proof stage, the teacher encourages students to gain knowledge that expands their worldview, to generalize the concepts of various subjects. students are directed to be interested in knowledge that expands their will and outlook.

2. At the content stage of the activity, the teacher introduces new educational material, and at the same time draws on basic knowledge obtained from other subjects at the level of integrative arguments, concepts, problem sets. students master general concepts and problems at the level of general knowledge.

3. At the stage of choosing tools, the teacher uses visual tools that help generalize the knowledge of various subjects - textbooks, tables, schemes, questionnaires, practical tasks. students perform the transfer, generalization, and connection characteristics in solving integration problems with the help of visual aids.

4. The next stage is the result. In this case, the primary school teacher uses pedagogical knowledge to implement integration for the purpose of education, development, and upbringing. the teacher applies his generalization in the knowledge system.

5. At the stage of supervision, the teacher evaluates the students' readiness for related subjects, controls them, and evaluates them as mastery. students monitor their knowledge assessment, self-assessment of various subjects, and their integration skills.

The goal of interdisciplinary communication in the teaching of reading and science classes is not to provide knowledge that shows the connection of separate parts of the world system, but to teach the child in the first steps to imagine a whole world in which all its elements are interconnected. Primary school should fulfill this goal.

Integrated lessons in primary grades must meet the following requirements:

- two or more science elements should be connected;
- the lesson must be fully designed;
- it is necessary to focus on creating a holistic vision of nature, society and life situations in students;
- students should be guided to find interdisciplinary connections and conduct independent and creative observation.

In order to scientifically substantiate inter-disciplinary communication, it is necessary to create its methodological and didactic infrastructure, to ensure the inter-connection of educational subjects using advanced pedagogical technologies used in the educational process.

4. The effectiveness of the activity to ensure the interdisciplinary connection of education depends mainly on the meaningfulness of the creative research and activities of the teachers of the educational subjects.

5. The following results can be achieved on the basis of the teaching of academic subjects in the primary classes: 1) Primary education curricula and training programs are optimized; 2) As a result of the reduction of several subjects in primary grades, there is an opportunity to teach foreign languages or physical development from the junior school age.

Based on the above considerations, we recommend the following:

- 1) improvement of integrated lessons in schools, especially in primary schools;
- 2) analyzing the results by monitoring the lessons conducted on the basis of integration;
- 3) determining the level of knowledge of teachers conducting integrated classes;
- 4) ensuring unity and continuity in the formation of the student's personality in the process of primary education;
- 5) organization of activities aimed at forming integrated lessons taking into account the psychological characteristics of elementary school students;
- 6) ensuring the active participation of each student in the educational process;
- 7) taking into account the place of exhibitions in the course of the lesson;
- 8) striving for perfection of both teachers and students in the process of primary education;
- 9) development of integrated programs in order to increase the effectiveness of organizing integrated lessons in primary schools;
- 10) integrated multimedia development;
- 11) to create conditions for conducting integrated classes more outdoors.

CONCLUSION

In conclusion, it can be said that the correct sequence in the teaching of natural science materials in the primary education system can be achieved only by maintaining the structure of the lessons. During the experimental work, we determined that integrated lessons in primary grades should meet the following requirements:

- two or more science elements should be connected;
- the lesson must be fully designed;
- it is necessary to focus on creating a holistic vision of nature, society and life situations in students;

students should be guided to find interdisciplinary connections and conduct independent and creative observation.

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