

## USING INTEGRATED LESSONS IN PRIMARY GRADES

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### **Annotation**

This article analyzes the effectiveness of integrated lessons in elementary grades. The essence of integrated lessons in elementary grades is revealed through the study of interdisciplinary connections. Particular attention is paid to improving the acquisition of material and the development of key competencies needed in modern society.

### **Аннотация**

В статье анализируется эффективность использования интегрированных уроков в начальных классах. Сущность интегрированных уроков в начальных классах раскрывается через изучение межпредметных связей. Особое внимание уделяется на улучшению усвоения материала и развитию ключевых компетенций, необходимых в современном обществе.

### **Key words**

integration, connection, attitude, primary education, communication, quality, efficiency, learning, education, science.

### **Ключевые слова**

интеграция, актуальность, отношение, начальное образование, коммуникация, качество, эффективность, обучение, образование, наука.

Nowadays, the most widely used term in every sphere of our society is integration. Along with this, a lot of work has been done and is being done on the integration of education. The introduction of this concept into primary education will create conditions for the full and accurate provision of environmental knowledge to those with a bright soul who will help them understand society and grow into true, active members of it. Through the integration process, junior high school students are characterized by a holistic perception of the world. The main function of integration is to develop their intellectual potential, worldview, and to educate them from primary education to be competitive and sharp-minded for the

future. In our country, ample opportunities have been created for young people to gain knowledge, and these have legal foundations. The Resolution of our Honorable President No. PQ-3931 dated September 5, 2018 “On measures to introduce new principles of management into the public education system” is aimed at raising a harmonious generation with intellectual, high spirituality.

In the context of the rapid development of the globalization process in the world, the tasks set for education include qualitative renewal, finding opportunities to provide a lot of necessary knowledge in a short time, and developing them scientifically. These questions can be achieved through the integration of lessons and knowledge. Currently, the most developed countries in the world, such as Great Britain, Korea and Switzerland, Australia, Japan, Northern Ireland, Wales, Hong Kong and Germany, and Hungary, have established an integrative approach to teaching various subjects. A number of foreign and Uzbek scientists, including T. Kun and V. S. Stopin, N. N. Skatkin, I. Y. Lemer, Y. K. A. Jeksyut, Y. K. Babansky, R. Mavlayanova, M. Shomakhmudova, conducted research on issues of integration in the field of education. After the adoption of state educational standards, the content of education was partially updated. New curricula and textbooks were developed based on the requirements of the state educational standard.

The Head of our state emphasized that if we do not properly form their thoughts and thinking from infancy, by involving pedagogical personnel who are well-versed in their work, qualified and able to take an individual approach to each child, we will not be able to raise a well-rounded generation with a high level of knowledge and spirituality in the future, and that special attention should be paid to the development of the primary education system, which is the main link in educating the younger generation. To solve these tasks, modern primary school teachers must clearly feel the integrative nature of primary education, both organizationally and substantively, and the integrative direction of their future professional activities. The need for integration in the professional training of future primary school teachers is one of the main conditions determining the effectiveness of the formation of professional competence in them. In other words, the methodological training of future primary school teachers will be effective only when considered from the perspective of an integrative approach.

The basis of integrated lessons in primary education is the teaching of comprehensive concepts to students. The application of concepts in various aspects increases the interest of students. Interest is a guarantee that the acquired knowledge will be stored in memory for a long time. Interest is a person's attitude to a specific thing and event that is valuable and pleasant for him. In this, the

unique character of a person is directly embodied. Interest helps in the conscious, thorough, stable, and conscious acquisition of knowledge, in the formation of skills and competencies, in the development of a person's abilities, intelligence, and intelligence, and in a more complete understanding of the world. Interest serves as a source of aspiration, activity, internal motivation, and the realization of needs in a person. Interest is expressed in a person's selective attitude to existence, in making unique decisions, in self-control, in striving for goals, and in overcoming obstacles. Interests can be personal and social, direct and indirect, broad and narrow, unstable and stable. Interest includes inquisitiveness, curiosity, and knowledge. Teaching people to manage their personal interests, training in this direction, using training and tests helps to form aspirational, incomplete qualities. Interests and hobbies, which are an individual characteristic of a person, affect all his mental processes. The growth of a person's abilities is also determined to a certain extent by his interests. Our processes of perception, memory, recall, imagination, thinking, and will are activated through interest. Interest helps a person's attention to be strong and stable, and helps our feelings and emotions, as well as our interests, to be strong and stable.

The formation of various types of thinking skills in primary school students is the basis of integration. Establishing intra- and inter-subject connections in mastering basic subjects and understanding the laws of everything in the world is the methodological basis of the approach to integrating education. This can be achieved by repeatedly returning to the concepts of different lessons, deepening and enriching them, and identifying important signs that are understandable to this age. Thus, any lesson that includes a group of concepts related to this subject can be taken as the basis for integration.

Therefore, organizing lessons in an integrated manner guarantees not only an interesting and meaningful lesson, but also a comprehensive development of students' worldview. It would be wrong to present an integrated lesson to a student without personally experiencing the interdisciplinarity and philosophical issues of interdisciplinary studies, because unconscious integration will lead to an abstract state of cognitive processes in the student's mind, leading to confusing conclusions. Integration lessons are a real challenge for today's students, leading them to develop with the times through lessons. That is, every exercise, picture, and interesting question in the textbooks on integration, based on our national program, has been designed to bring students to a level where they can compete with young people from all over the world and abroad, starting from the

elementary school level. Courses based on the integration of related subjects have led to the formation of new natural sciences and scientific areas.

Studying the world education system, integrated education in Uzbekistan has been introduced to primary grades since 2022. This process has shown positive results among primary school students.

The main goal of integrating subjects is to prevent duplication of knowledge given to students and eliminate monotony.

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