



## **INTEGRATION PROCESS IN PRIMARY EDUCATION**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
The article describes the purpose, task, method and tools, as well as the opinion of scientists about integration.	integration, teaching process, course and directions, interdisciplinarity, teaching process, method, tools.

Integration is a science that deepens interdisciplinary knowledge and the content of these, reveals the integrity of the world, the interrelationship between nature and society in students.

Its purpose is to integrate the interdisciplinary knowledge of teaching into a whole.

Integrating sciences is an important didactic condition of the educational and training process, and it fulfills these tasks:

1. To ensure the consistency of study material which is main source of pupils and the didactic dependence of concepts acquired from other subjects,
2. It increases the interests of pupils on acquiring knowledge and accelerates their mental development.
3. Integrating disciplines, i.e. through the gradual implementation of interdisciplinarity in teaching, makes it possible to expand students' scientific outlook .

In primary grades, it is important to develop the scientific worldview of students through the integration of education in educational technologies and interdisciplinary communication from the point of view of the present time.

The student will be able to apply his knowledge more actively in practice. Because in this, there is a chance to open more widely the essence of knowledge and imagine the world as a whole. when imparting science knowledge, it enriches and fills it more meaningfully based on comparing it with other science information.

Formating the content of the general education school, humanizing teaching, increasing the strengthening of social and economic aspects is main purpose. As a result of improvement of Integratededucation in elementary grades is aimed at vividly reflecting the humanitarian nature of our society

A successful solution to such a responsible and complex task requires a teacher to have deep knowledge in this field, pedagogical skills, high culture, tireless research, study, be creative and generous. Only a teacher with such qualities can educate a person who has deep theoretical knowledge and skills of integrative education, knows the secrets of natural processes, understands its socio-economic and spiritual importance, and has a conscious attitude towards it.

In pedagogical dictionaries, the concept of "Interdisciplinarity" is defined as the mutual adaptation of educational programs. Interdisciplinarity in the educational process activates the learning activity of students. In this case, the student mobilizes his activity to search for unknown relationships with

existing scientific knowledge or to form new concepts based on clearly established interdisciplinary relationships.

The basis of integration is interdisciplinarity and finds its development in the idea of integration. The study of subjects with an integrative content is considered as a factor that ensures the knowledge, work methods, and personal qualities of future specialists.

In integration - there are two concepts in this regard:

- system, a concept that indicates the state of dependence of separately classified parts and tasks of an organism and the process leading to this state;
- the process of rapprochement of sciences, which is carried out along with the processes of classification.

According to scientists, the concept of "pedagogical integration" implies the explanation of certain forms of integration, prediction and their management within the framework of pedagogic sciences in accordance with its tasks. V.S. Bezrukova confirms this rule and describes it as a type of scientific integration implemented within the pedagogical theory and practice.

If we integrate the topic of "Paper folding methods" from the science of technology:

1. We measure the paper in cm, cut it into a rectangle, triangle or other way. We connect it with mathematics.
2. The color of the paper: white, yellow, black, i.e. adjective. we connect it with mother tongue
3. The emergence of paper. Paper is made from tree bark. We will connect it with medical science.

Differentiation is French "defferation", Latin "differentia" - difference, variety, that is, dividing the whole into parts, separating. Integration of educational content is a world tradition (idea, thought, aspiration). An integrative approach reflects the objective integrity of systemic relations at different levels (nature - society - man). Integration is about bringing together previously separated parts into a whole. It increases the level of integrity and organization of system elements.

Methods of integrated approach in primary education. Teaching means the process of achieving educational goals in mutual cooperation through the mastering of certain educational material, learning activities and the teacher's pedagogical activities based on the organization and management of this process. The methods and methods of the integrated approach include:

- heuristic conversations;
- general conversations;
- excursions;
- demonstration methods of teaching;
- independent works;
- expressive reading of nature images in natural sciences;
- writing dictations and texts on natural sciences in mother tongue and reading literacy classes.

World Methodists who contributed to the formation and development of integrated teaching in primary education

Stable and huge reforms are being implemented in the education system of our country. In particular, didactic and methodist scientists, psychologists, pedagogues demand to focus on the problems of interdisciplinarity in improving the content and quality of education in general secondary schools. Because of this, the rapid development of science and technology has turned the development of high

spirituality, free and independent thinking, ideological-political maturity, faith based on a scientific worldview in students into an urgent problem. Interdisciplinarity has great potential in developing these qualities in students

To determining the goal that meets the age characteristics of primary school students and meets the requirements of the lesson ,mainly in the 19th and 20th centuries, in pedagogy, the idea of creating an integrated course of familiarization elementary school students with the natural environment appeared.

M. N. Skatkin in his research divided temporary interdisciplinarity into three types, between previously acquired knowledge and knowledge being studied, between learned knowledge and knowledge to be acquired in the future, simultaneously acquired knowledge to the connection between. About the spiritual-pedagogical nature and psychological-pedagogical connection of the didactic influence in the past pedagogy, K.D. Ushinsky says: "The knowledge and ideas reported by any science should be given to the world and life in a broad look and illuminating way. must". N. M. Verzilin and M. U. Konsunskaya showed that interdisciplinary communication can be of two types: horizontal and vertical. Scientists noted that horizontal interdisciplinary connection between subjects taught in one class, one quarter, and half a year, and vertical interdisciplinary connection is realized through the use of knowledge acquired in previous classes.

In "Primary Education" magazines, great importance is attached to the problem of integration of school education. L.N. Bakhareva in her article "Integration of primary school training on the basis of local studies" states that "Integration is the process of bringing together and connecting disciplines that are carried out together with differentiation processes, helping to create new, integrated knowledge it is a higher view that provides, implements interdisciplinary connections.

R.A. Mavlonova divided the integrative education into classes as follows. In particular, the integration of many disciplines can be called universal or general, replacing several basic system courses. For example, combining reading, mother tongue, science, drawing lessons into one common lesson. writing dictations and texts related to ichthyology.

According to L. T. Akhmedova : the integrated lesson is a specific and unique form of the lesson, which not only combines information from different subjects, but also saves time.

B.S.Abdullaeva's scientific research work is methodologically and didactically based on the fact that the provision of interdisciplinarity in the educational process is an urgent pedagogical problem.

In the scientific research work of A.K. Rakhimov, interdisciplinary connection was made, taking into account the content of the science "Evolutionary doctrine". It envisages the use of methodological integration, that is, the use of special methods of scientific knowledge, since the science of "Evolutionary teaching" is interconnected by the objects of study.

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