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The Status Of Organizing Lessons Based On An Integrative Approach For Primary Students

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Abstract: This article presents the state of organization of lessons based on an integrative approach for primary school students, the level of learning, and research conducted by scientists, and presents conclusions and recommendations based on scientific evidence. This annotation sheds light on the current state of organization of lessons based on an integrative approach for primary school students from a scientific and pedagogical perspective. In the modern educational process, an integrative approach plays an important role in ensuring interdisciplinary continuity, forming a holistic picture of the world in students, and comprehensively developing their knowledge, skills, and competencies. The study analyzes the content, methods and organizational forms of lessons based on the integration of the mother tongue, mathematics, natural sciences and reading in primary grades. Also, the level of training of teachers in organizing integrative lessons in practice, methodological support, and the use of interactive methods in the lesson process are studied. The results show that lessons organized on the basis of an integrative approach increase students' interest in knowledge, develop logical and critical thinking, and form the ability to connect knowledge with life. The abstract also provides existing problems and recommendations for their elimination, justifying the pedagogical importance of an integrative approach in increasing the effectiveness of primary education.

Keywords: Mathematics, education, upbringing, integration, interdisciplinary communication, integrative approach, imagination, knowledge, skills, competence, worldview, lesson, technology, creativity, thinking.

Introduction: In the current context of globalization and modernization of the education system, the effective organization of the educational process at the primary education stage is one of the pressing issues. In particular, an integrative approach aimed at acquiring knowledge not only within the framework of individual subjects, but also on the basis of their interdependence, is of great importance in improving the quality of education. Because it is during the primary education period that students' thinking, worldview and attitude to knowledge are formed. By ensuring interdisciplinary connections, an integrative approach serves to form a holistic knowledge system in students, connect theoretical knowledge with practical activities, and develop independent and creative thinking skills. Although integrated educational ideas are currently being put forward in educational standards and curricula, their effective implementation in practice has not been sufficiently studied. Therefore, the relevance of this work is to analyze the current state of organizing lessons based on an integrative approach for primary school students, identify its pedagogical possibilities and problems, and identify ways to improve them.

In primary school education, an integrative approach is one of the effective forms of organizing lessons, which, by ensuring intersubject connections, allows students to acquire knowledge in a holistic way. The essence of the integrative approach is to link topics related to different subjects together, to present the educational material in a comprehensive manner appropriate to the age and psychological characteristics of the student. Especially for primary school students, integrated lessons activate their perception and

increase their interest in the educational process. In practice, lessons organized on the basis of integrating the mother tongue and reading literacy, mathematics and natural science, fine arts and labor education are yielding effective results. In such lessons, students simultaneously develop language and logical thinking skills by performing mathematical calculations and analyzing natural phenomena while working on the text. Integrative lessons in the process interactive methods, problematic situations, practical training and game from technologies use students activity further increases. With this together, start in education integrative approach in use row There are also problems. In particular, all students interdisciplinary dependency right determination and lesson content in integration enough to experience has are not. From this outside, integrative lessons for intended methodical manuals and lesson developments This is also a lack of approach wide current to be completed obstacle is doing. Start drinking class in education integrative approach application training process modern requirements based on organization of reaching important from directions one is considered. Integrative approach main purpose to the students being given knowledge separately sciences within not, maybe their mutual dependency and unity based on from delivering This is start class in students the world whole perception cause and effect their connections understanding and knowledge vital in situations hand to take competencies to form service does. Integrative lessons organization in the process of interdisciplinary connection important place For example, the mother language and winter literacy sciences natural science with integration through students text content deeper understands, nature events about knowledge enriches and dictionary wealth expands. Mathematics science labor or technology sciences with tie through and in students practical calculation skills is formed. Such integration of the students logical his/her thinking develop them independent to think ground creates. Integrative approach based on organization done in classes interactive from methods use separately importance has. Problematic education, groups with work, role games, project activity and information and communication from technologies use students activity increases. As a result students only ready knowledge acceptance doer not, maybe education process active to the participant It turns into. This is their own his/her opinion free statement communication, communication culture develop and in the team work skills shapes.

With this together, start in the classrooms integrative approach done in increasing certain problems available Of the Andians integrated lessons design according to methodical preparedness is always sufficient not. Some in cases interdisciplinary dependency artificial in a way organization finished the lesson main purpose complete done without exceeding It also remains integrative. lessons for suitable educational and methodological manuals, didactic materials and assessment criteria Lack of education to the efficiency negative impact shows. Nevertheless, integrative approach based on lessons organization to grow start class of students to know activity activate them knowledge thorough and conscious to master in providing important importance profession Integrated education further improvement through start education quality increase and competitive, independent think able to person formation opportunity expands. So although, integrative approach based on lessons organization to grow elementary class of students to know activity increase, independent and creative thinking develop and education quality in promotion important importance profession will reach. The reforms being implemented in our country, including the decrees of our President Sh.M. Mirziyoyev “On the Development Strategy of the New Uzbekistan for 2022-2026” No. PF-60, “to educate the young generation entering life as well-rounded people, to raise their education to a higher level in accordance with the requirements of the new Uzbekistan being built,” in particular… an integrative approach to our young generation It was emphasized that it is urgent to form mathematical ideas in primary school students, educate them as independent thinkers, master modern knowledge and skills, and become well-rounded individuals who can compete in the international arena, ensure their independence, find their place in life, become worthy members of society, and improve their working and living conditions. In solving this problem, it is important to establish interdisciplinary classes in secondary schools (primary grades), especially in continuing education. After all, secondary education programs equip students

with the knowledge necessary for life and future activities, acquire practical skills and qualifications, develop their intellectual abilities based on the acquired information, enhance their scientific competence, develop their physical strength, develop scientific worldviews, and serve as a thorough mastery of modern knowledge. Therefore, improving the processes of forming mathematical ideas in primary school students and modernizing their educational and educational directions is considered an urgent pedagogical problem.

Taking into account the above, the era itself shows great attention to the formation of professional competence of future teachers studying in higher educational institutions of the Republic of Uzbekistan. Uzbek scientists such as R. Safarova, A. Musurmonov, P. Musayev, A. Ch. Choriyev, A. A. Solomonov, B. Abdullayeva have also conducted research on the problems of organizing lessons based on integrative approaches. In this and other research works, various directions and principles of interdisciplinary communication, their application in the learning process in the mastery of certain disciplines, and the requirements for the selected educational content based on interdisciplinary communication have been scientifically and practically addressed. In particular, in her research, VNFedorova showed the didactic possibilities of increasing the effectiveness of interdisciplinary communication in the educational process, and studied the pedagogical, psychological, and methodological aspects of the basis for the manifestation of interdisciplinary communication as a didactic condition for the interaction and coherence of natural sciences and environmental phenomena. Based on the formation of mathematical knowledge, skills, and competencies in students, researchers have analyzed its relationship with other subjects in various directions. For example, I.Ya. Lerner, M.N.Skatkin, in their research, revealed the principles of activating the educational process based on mathematical knowledge, MK Ashirova, the features of the interdisciplinary connection of mathematics with other disciplines, A.M. Matyushkin, V.T. Kudryavtseva, L.S. Vygotsky, B.G. Ananev, G.Fedores, the psychological conditions for the formation of mathematical skills and abilities in interdisciplinary connections, and the laws of improving knowledge in students. The following important tasks are set in the formation of mathematical ideas in elementary school students based on an integrative approach:

1. To substantiate the need to study the relevance of the topic of the methodology for forming mathematical ideas in primary school students based on an integrative approach;

2. Study and comparative analysis of textbooks, manuals, monographs, and dissertations written for various scientific degrees published on the topic of methods for forming mathematical ideas in primary school students based on an integrative approach;

3. To study the activities of scientists, doctors of sciences and candidates of sciences who have been working on the formation of mathematical ideas in primary school students based on an integrative approach, and to identify unstudied aspects; Therefore, we must fulfill these tasks without deviation and further develop the literacy and mathematical knowledge of students. Considering that each teacher's teaching in primary grades is a method of individual integration, it is necessary to create a methodological and didactic infrastructure in order to scientifically substantiate interdisciplinary communication, and to ensure the interconnection of academic disciplines using advanced pedagogical technologies used in the educational process. The main issue of such a renewal is to determine the goal, which corresponds to the age characteristics of primary school students and is consistent with the requirements of the lesson. In primary school, the teacher himself performs the role of the link implementing integration. He teaches children basic concepts of mathematics, reading, nature, and much more. The teacher does this work to the extent of his strength and capabilities. In the didactic system, integration on an interdisciplinary basis implies the coordination of the actions of the teacher (teaching) and the student (learning). Both activities have a common structure: goals, reasons, content, means, results, control. During the lesson, the essence of the phenomena being studied should be explained, based on ensuring interdisciplinary connections. For example, before reading a poem or text about winter in reading lessons, the teacher should explain the connection of the topic with natural science: “In a natural science lesson, we study natural phenomena that occur in winter and their changes. The

same applies to this poem (text) If the idea of "depicted" is limited to the subject, then such a connection between academic subjects will have only an external character, remaining at the level of imagination and reproductive movements. It is permissible to enrich the imagination of students by linking reading lessons in primary education with the mother tongue, etiquette, as well as drawing, natural history, and labor sciences. Because such lessons teach students to be creative and think independently. In conclusion, the phenomenon of interdisciplinary communication in education is a complex and diverse didactic process. The philosophical basis of interdisciplinary communication, the interconnected development of disciplines and scientific understandings, has always formed the basis of education and served to advance it.

CONCLUSION

Organizing lessons based on an integrative approach for primary school students is an important pedagogical factor in increasing the effectiveness of the educational process. Integrated lessons serve to form in students the skills of understanding intersubject relationships, accepting knowledge as a whole, and applying it in practical activities. The results of the study show that the integrative approach increases students' interest in knowledge, develops independent, logical, and creative thinking, and allows for the inextricable connection of educational content with life. In general, organizing lessons based on an integrative approach for primary school students is an important pedagogical direction that serves to radically improve the content and quality of the educational process. Through integrated lessons, students develop the skills of understanding intersubject relationships, systematically and consciously mastering knowledge, and relating it to real-life situations. This creates a foundation for ensuring the intellectual, social and personal development of students, which is the main goal of primary education. Research and practical observations show that lessons organized on the basis of an integrative approach increase students' interest in knowledge, strengthen their activity and independence, and develop logical, critical and creative thinking skills. Such lessons in the process students knowledge ready in case not, maybe research, analysis and conclusions release through As a result education process efficiency increase, students mastery level is strengthened. With this together, integrative approach education to practice complete current to grow for row the conditions create necessary. In particular, the beginning class teachers professional and methodical competencies increase, integrated lesson developments and educational and methodological complexes working exit, modern pedagogical and information and communication from technologies effective use important importance profession Also, evaluation system integrative education requirements Adaptation is also relevant. from tasks is one. Conclusion as In other words, integrative approach start in education students in every way develop them future education to the stages thorough preparation and perfect person in formation wide to opportunities has is, it is education to the process consistent and systematic accordingly implementation to grow today's of the day important demand is considered. With this together, in practice integrative lessons organization in the process of some problems existence was determined. In particular, the students methodical readiness enough not integrated lesson developments and didactic of materials lack of time right in distribution difficulties integrative approach full-fledged done to increase obstacle This is problems eliminate to grow for of the students professional competencies improvement, methodical manuals improvement and integrative education supportive the conditions create necessary. In general taking, integrative approach start education quality increase and perfect person in formation important importance has.

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