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Research Article

SPECIFIC CHARACTERISTICS OF IMPROVING THE SCIENTIFIC WORLD VIEW OF PRIMARY CLASS STUDENTS ON THE BASIS OF INTERDISCIPLINARY RELATIONSHIPS

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ABSTRACT

In the article, the organization and content updating of the scientific worldview of primary school students based on interdisciplinary connection, the connection of the continuous education system with science and production, the scientific worldview of students in the interdisciplinary teaching of natural and exact sciences in primary grades specific aspects of implementation based on the selection of materials that can be learned by students are highlighted during the course of the lesson. Also, today, the practical application of the achievements of science in recent years in the development of educational effectiveness, it describes the theoretical foundations, pedagogical aspects, opportunities for improvement, and the principles of the selection of related materials.

KEYWORDS

Primary class, interdisciplinary integration, formation, student, natural and concrete sciences, lesson, outlook, education, nature, society, human, mechanism, method, tools, problem, concept, improvement, content, efficiency, technology, creative approach.

INTRODUCTION

Today, in the world education system, a number of scientific researches are being conducted to improve the didactic system of forming the scientific worldview of students, developing their logical, critical and creative thinking. It is especially important to improve the interdisciplinary integrative content, to form social-pedagogical mechanisms of intellectual-cultural development through the formation of basic

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competence of self-development in students, and to improve the didactic support of interdisciplinary formation of scientific worldview in students.

In the interdisciplinary teaching of natural and exact sciences in elementary grades, the process of forming the scientific worldview of students is an important place in educational institutions. Also, the organization of activities in the form of conversations, meetings, excursions and clubs with the content of interdisciplinary integration creates an opportunity for students to form a scientific worldview.

Including high moral perfection, selfless work for the country's freedom, well-being and people's well-being, being demanding towards oneself and others, being able to cultivate self-willed qualities, aspiration, initiative, organization, creativity and independence qualities such as having the ability to think can be recognized as the main principles in the life of our country.

The solution to the problem of all-round development of the student is of particular importance in the life of the society. For this purpose, defining the system of intellectual development of students is one of the important issues. It is necessary to ensure a dynamic connection between the self-development of the individual and their progress in the educational process, while ensuring the connection between the knowledge that students have and the specific aspects of their development. Intellectually free development of the student is carried out by encouraging him to be an active participant in the development of society, following the laws and regulations on human rights guaranteed by the Constitution of the Republic of Uzbekistan.

The goal of forming the student's worldview is to create an opportunity for effective pedagogical influence on students. First, the analysis of the situation of this problem in practice showed that teachers do not pay attention to the intellectual development of students in most cases. Secondly, as a result of reforms in the field of education, new pedagogical opportunities for the intellectual development of students have emerged.

The educational process, changes in it, its transformation into a multi-functional didactic field require the determination of a new pedagogical approach to the personality of the student. Today, intellectual development based on the formation of the student's scientific outlook has become the priority goal of the educational process. In the following years, the valuable attitude towards the subjects of the educational process became a component of the pedagogical culture. The democratization of the educational process is the basis for the formation of a valuable attitude towards the personality of the student.

Taking into account the level of students' formation of scientific worldview, it is appropriate to pay special attention to their activity in the educational process and mastering the norms of interpersonal social communication. The development of students' scientific activity is manifested by their way of thinking, their activity in the educational process, their cognitive skills, and their acquired theoretical and practical knowledge.

Problem-based education also occupies a special place in the formation of the scientific worldview of students of junior school age. Students begin to think logically in the process of solving various problems. Any properly organized educational process serves to form a scientific worldview in students. The educational process, organized in accordance with the purpose, realizes the spiritual and logical capabilities of the

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student, directs them to intellectual activity. If the educational materials and the methods of presenting them to the students cannot put problematic situations in front of them, the scientific progress of the students will not accelerate.

The issue of formation of the scientific worldview in interdisciplinary relations among students of junior school age is one of the urgent problems of didactics today. This issue can be solved in different ways at different stages of education. Because students differ from each other with different indicators that are unique to them. Therefore, the process of their intellectual development is different. It is advisable to carry out the process of taking into account the individuality of students in the following order:

provide education and upbringing to each student with an individual approach;

classification of educational materials taking into account their unique capabilities.

For this, it is necessary to solve the following pedagogical tasks:

analysis of the specific aspects of the concepts of individual education and individual approach to students from a didactic point of view;

assessment of the possibilities of individual education in the intellectual development of students and so on.

In the literature on psychology and pedagogy, the concept of individualization of education is defined differently. In particular, the terms individual education and individualized teaching are explained in the dictionary of pedagogical terms as follows.

Individual education is one of the forms of educational activities that implements the pedagogical influence of the teacher on the student individually, a separate activity of the teacher with the student outside the classroom.

Individualized teaching - in the organization of such an educational process, the ways, methods, and pace of teaching are selected based on an individual approach and are provided through various educational-methodological, psychological-pedagogical and organizational-management measures.

In particular, in elementary grades, connecting natural sciences with mathematics in the formation of a scientific worldview, environmental issues are comprehensive, and it is possible to ensure the coherence of this educational material in nature, the events and changes that occur in it, and between them. will give. For example, an increase in the air temperature of our planet means that living organisms resist living in the adapted area and die in the struggle for survival.

In the interdisciplinary teaching of natural sciences and mathematics in elementary grades, students should perform the following tasks in forming a scientific worldview:

acquisition by students of knowledge about the integrity of nature, the interrelationship of society and nature, acquisition of ecological knowledge, skills and abilities that are the basis for forming a conscious attitude towards nature;

understanding the importance of nature and its components in a broad sense, distinguishing between renewable and non-renewable resources; economic use of natural resources, protection of the environment, implementation of greening and increase of natural resources, formation of motives for active participation in socially useful work.

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Forming a scientific worldview in the process of interdisciplinary teaching of natural sciences and mathematics to students is a dialectical knowledge that interprets the harmony of nature and society as a natural-historical, progressive, social problem.

In the interdisciplinary teaching of natural and concrete sciences in elementary grades, the process of forming the scientific worldview of students is carried out in the following stages:

1. Designing the process of teaching natural and concrete knowledge to elementary school students based on interdisciplinary connection. This includes clarifying the goals and tasks of the process of teaching natural and specific knowledge, the methods and tools used, choosing questions and assignments that serve to improve the practical skills of students, and diagnosing the levels of formation of the scientific worldview of students.

2. In the interdisciplinary teaching of natural sciences and mathematics in elementary grades, in the formation of the scientific outlook of students, the unique characteristics of students of each grade, their interest in natural phenomena, and the natural possibilities of the area where the educational institution is located development of specific recommendations for guiding teachers to select additional educational materials, questions and assignments.

3. Selection of additional educational materials, questions and tasks presented to primary school students based on interdisciplinary relevance and regular monitoring of their ability to create experience of social activity in students.

4. Regular diagnosis and analysis of the level of effectiveness of the process of formation of students' scientific outlook in the interdisciplinary teaching of natural sciences and mathematics, ensuring coordination of identified gaps.

In the teaching of natural and concrete sciences in primary grades, it is necessary to pay attention to the following in the interdisciplinary formation of the scientific worldview of students:

clearly show what knowledge is necessary to provide to students in interdisciplinary teaching of natural sciences and mathematics;

clearly expressing the process of interdisciplinary formation of students' scientific worldview in the teaching of natural and exact sciences in elementary grades;

to expand the opportunities of methodical service on the basis of ensuring deeper assimilation of modern educational technologies in the formation of students' scientific worldview in the interdisciplinary teaching of natural sciences and mathematics in elementary grades.

The selection of the educational content is the organization of the educational process on the basis of interdisciplinarity. Because within the scope of these approaches, the development of students' personality and activities is envisaged. Based on the formation of intellectual, emotional-volitional and other personal qualities of primary school students, they develop feelings of responsibility, goal orientation, freedom of choice, tolerance, conscious attitude to nature. Also, the situational-problem approach is used in the educational process.

In the framework of these approaches, the process of forming the students' scientific worldview is carried out in the interdisciplinary teaching of natural sciences and mathematics. In this, learning situations are

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organized for various problems. These situations should be aimed at teaching the environment through problematic situations. In addition, it is necessary to create the experience of a valuable attitude towards the environment in students through problematic situations.

Pedagogical scientists have researched educational tasks as a unit of the educational process, and they have revealed the possibilities of using different approaches in the formation of interdisciplinary communication among students. Within the framework of this approach, teachers will have the opportunity to pre-model positive-role tasks of consistency. Such tasks help students to solve tasks related to social relations and create a basis for rapid mastering of its communicative aspects.

In the interdisciplinary teaching of natural sciences and mathematics, the main criterion for choosing the educational content based on the formation of the students' scientific worldview is the individualization of the student's activity, the application of acquired knowledge, skills, skills and competencies in solving tasks of a practical nature. to be able to get it. The scope of such a theory includes:

education is a continuous process aimed at mastering and restoring experiences for a person;

previously developed educational courses should be modernized during the educational process;

educational material should be close to students' experiences and daily life;

the quality of education depends on the extent to which students have acquired interdisciplinary knowledge.

In the teaching of natural and concrete sciences in primary grades, the interdisciplinary formation of students' scientific worldview activates individual activity of students, and also strengthens the activity of applying their acquired knowledge in practice. For example, making handicrafts using the leaves of trees and collecting herbariums are among them. These knowledge, skills and abilities embody more information.

It is focused on the formation of practical skills and competencies within the framework of teaching natural and concrete sciences on the basis of interdisciplinarity. Knowledge is the basis of these skills and competencies. The educational process is directed to students' assimilation of life-practical experience based on the acquired knowledge.

The use of the mechanism of interdisciplinarity in the formation of the scientific worldview of elementary school students is of great practical importance. By summarizing the ideas and concepts formed in the course of studying natural and concrete sciences, certain skills and competences in the social-humanitarian category are formed in students.

In order to scientifically substantiate the interdisciplinarity in the educational process, it is necessary to create its methodological and didactic infrastructure, to ensure the interrelationship of academic disciplines with the effective use of innovative pedagogical technologies used in the educational process. The effectiveness of the activity on the formation of the scientific worldview in the educational process depends mainly on the meaningfulness of the creative research and activities of the teachers of educational subjects.

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