

# Content of Integrated Teaching of Native Language and Reading Literacy and Fine Arts Subjects to Primary School Students

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**Abstract:** This article discusses the development of visual arts and native language and reading literacy in general education schools based on an integrative approach.

**Keywords:** Professional competence qualities, pedagogical skills, creativity, integrative approach.

**Introduction:** The curricula and materials presented in the textbooks for the subjects currently taught in primary grades are presented in a very convenient way for integrating lessons. Integrating lessons is carried out in conjunction with didactic principles such as scientific approach, career guidance, consistency, systematic approach, clarity, and differentiation.

Most of the subjects taught in elementary school are taught by class teachers. This allows us to connect the topics covered in the subjects with each other. For example; When we integrated the 3rd-grade Native Language, Reading Literacy, and Fine Arts lessons, students were shown a picture of family members sitting and eating at a table on the topic "Homeland begins with the family" in their native language lesson. Through this image, we can connect the subject of Native Language and Reading Literacy with the subject of Fine Arts. Within the framework of this topic, it is possible to draw family members in fine arts. Below is an assignment for students to consolidate the covered topics.

Think about it. Why is a family called a small homeland within a country? What is the connection between them?

For example: The country is ruled by the president, and the family...

Talk to your friend.

How many people are there in your family?

Whose child are you?

What professions do you have in your family?

What kind of order is established in your home? An assignment like [1.12] has been given. By completing these tasks, students learn to find answers to questions.

Concepts of family and homeland are formed. Students begin by expressing their thoughts on Family and Homeland, each based on their own level of understanding. Other students will also hear these ideas, and their thinking will expand.

In the field of fine arts, scenes related to family members, such as "In Love of the Motherland" and "My Brother Comes from the Army," are also included in the "Childhood" collection. By observing these scenes, students will once again recall and reinforce the topic "Homeland begins with the family" covered in the subject of Native Language and Reading Literacy.

By having students draw pictures, we can also understand their inner feelings. Therefore, school psychologists conduct psychological tests for primary and high school students. Using students' drawings, one can learn about their home situation, the student's psychological state, their parents' attitude towards their child, and the love and affection between them. We can even understand their psychological state by looking at the colors they used when painting pictures. Teaching fine arts in elementary school teaches students to understand the world, to look at life realistically, to love nature, and to know the history of peoples. Visual art has a seemingly strong influence on

both students and adults. It is also important for the development of students' thinking and independent thinking. By observing works of fine art and seeing the beauty depicted in them, students try to absorb them relatively to their lives. They see the heroic actions in the work and put themselves in their shoes. Seeing the negative events in the pictures, they conclude not to do such negative things themselves. Seeing the historical genre paintings, they feel as if they've fallen into that era. The science of fine arts plays a crucial role in educating the younger generation. It fosters appreciation for beauty in the world and art, develops aesthetic taste and culture, and cultivates imagination and creativity. Students gradually enter the world of beauty through the pedagogical skills of the school's fine arts teacher. Over the years, they have developed many qualities necessary for a person. Therefore, the great philosopher Aristotle did not say in vain that "drawing comprehensively develops a child." [1.4] Indeed, by drawing pictures for students, we aim to develop their sense of consciousness and thinking, teaching them to love nature.

In turn, the integrative approach, like other didactic principles, does not give the teacher any ready-made prescription, but uses it to determine the solution to didactic and methodological issues. During integration, interdependence increases, and the functioning of the system's components and the integrity of the learning object are regulated. As emphasized in modern didactics and methodology, the result of teaching, developing, and educating students is their understanding of the world, their understanding of the necessity of organizing their activities based on the laws of nature, and their ability to understand interdisciplinary and intradisciplinary connections in fine arts, native language, and reading literacy. In an integrated lesson, the results of the analysis of concepts related to other subjects and other academic subjects are included. For example, concepts like "summer," "hot," and "sunburns" are covered in lessons on reading, Russian, Uzbek, natural science, music, and fine arts. Analysis of concepts is considered integrated with lessons related to the knowledge acquired in other lessons. Integrated lessons are an interactive learning system that learns the secrets of developing visual aids based on deepening and expanding integrated knowledge. In primary education, the role of the integrating element is performed by the teacher themselves. It teaches children arithmetic, writing, nature, and many basic concepts. They will carry out this work according to their strength and capabilities. In primary education, it is advisable to consider integration based on the integration of closely related subjects. In later stages of

education, they strive to integrate the boundaries of core subjects. When integrating elementary school subjects, the presence of both positive and negative factors should also be considered. These factors determine the methods of integration.

Y.M.Kolegin and O.L.Aleksenko point out the negative factors of integration: a limited number of subjects - the content of the acquired knowledge can be supplemented by reflecting the real picture of the world, the interconnectedness of its parts. It is essential to develop important reading, writing, and arithmetic skills in elementary school. This necessitates divided instruction among subjects. However, the traditional experience of teaching reading and mathematics also testifies to the wide possibilities of integration. This, as an academic subject, includes not only literary texts but also materials on history and natural science. At the same time, we can mention mathematics, arithmetic, algebra, and geometric materials. Such integration does not hinder the formation of important skills; on the contrary, it guarantees their formation. Analyzing the above, we can conclude the following:

The relevance of interdisciplinary connections necessitates analyzing their developmental history. Only then will the current significance of interdisciplinary connections and the ways they can be applied to science be revealed.

Defining the development of the problem of interdisciplinary connections is linked to the development of philosophical and scientific perspectives of scholars studying this field.

- the problem under consideration is determined by the views of educators, the requirements of social society for educators;

The connection between subjects should be implemented based on pedagogical and didactic principles.

## CONCLUSION

In conclusion, the interdisciplinary connection, as an important concept influencing the quality of the educational process, is a specific stage of education and serves to deepen and develop students' knowledge.

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