

Education of Primary Students in Education Lessons on The Basis of An Integrative Approach

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Abstract: This article presents ideas on how teachers can use pedagogical technology in primary school education, interactive methods and educational games in primary school, and modern information and communication technologies to help students think independently, expand their creative search and logical thinking, and connect what they have learned in the lessons with life, and increase their interest.

Keywords: Technical, informational, audiovisual active citizenship, responsibility, obligation, legal awareness and culture, deep worldview, healthy faith, enlightenment, tolerance, spiritual, ideological, and refined education.

Introduction: The subject of education was introduced in secondary educational institutions from the 2020-2021 academic year at the initiative of the President of the Republic of Uzbekistan. As part of the concept of continuous spiritual education, this subject aims to instill in students the idea of "From national revival to national advancement", prepare them for a successful social life, form qualities such as an active civic position, responsibility, obligation, legal awareness and culture, a deep worldview, healthy faith, enlightenment, and tolerance. The experience of foreign countries such as Japan, Singapore, England, the UAE, China, Korea, Russia, and Germany was used in creating the concept of the subject and textbook. Since the educational process is an extremely complex process, the effectiveness of education depends on the activity of the teacher and student, the availability of educational tools, and the organizational, scientific, and methodological excellence of the educational process.

It is a system of improving the educational process based on advanced tools, methods, technical means, and techniques. This system is created by the teacher and serves to interconnect the stages of education. It includes the determination of its content, tasks, and goals in advance, the preparation of forms and means of education, and the planning of lessons aimed at the development of the spiritual qualities that are intended to be formed in the student.

Today, with the development of science and

technology, human activity is expanding enormously, and new technologies are entering. Qualitative changes indicate that now there are new technical, informational, audiovisual, and other means that require new methodologies and are becoming an integral part of the educational process, introducing certain features into it, which have made modern pedagogical technologies a concrete reality.

It increases the productivity of the educational process, develops students' independent thinking, increases students' enthusiasm and interest in knowledge, and forms the skills and competencies to firmly master knowledge and freely use it in practice. The traditional education system, one might say, is characterized as informational education due to its reliance on written and oral words, since the teacher's work is evaluated not only as an organizer of the educational process, but also as a source of authoritative knowledge.

The Uzbek people have used methods and means, forms of activities, unique customs and traditions, ideas about education and upbringing, and life experience for many centuries to prepare the younger generation for life. This heritage served as the basis for the emergence of many scholars and wise men in the past.

Today, the creative use of this heritage is of great importance. Our ancestors attached great importance to the activity of a teacher who imparts knowledge. This was one of the main requirements for pedagogical

activity.

The great thinker of the Eastern Renaissance, Abu Nasr Al-Farabi, said the following about intelligent, wise, and sharp-thinking people: "Intelligent is someone who is virtuous, has a sharp mind, is devoted to useful work, has a great talent for discovering and inventing necessary things; he keeps himself away from bad things. Such people are called intelligent." In his opinion, "Education is only through words and teaching. Education is learning through practical work and experience, that is, being devoted to work, a profession, which consists of the practical skills of this people, this nation. If they are devoted to work, a profession, if they are interested in a profession, if this interest attracts them completely to the profession, then they are truly passionate about the profession."

The educational process includes two interrelated activities - the activities of the teacher and the student. In the process of education, the student's consciousness is formed, his feelings and various abilities develop, his ideological, moral, volitional, aesthetic qualities are formed, a system of scientific views on nature and society is formed, and his physical strength is strengthened. In the process of education, behavioral skills and habits are formed in the student that correspond to the moral requirements that society places on the individual. To achieve this, a systematic and systematic influence is exerted on the student's consciousness (in the educational process), emotions (in the classroom and in various extracurricular activities), and will (in the process of organizing activities and managing behavior). If any of these (consciousness, emotions, will) is neglected in the process of education, it becomes difficult to achieve the goal.

The essence and tasks of the educational process aimed at a specific goal are planned and regulated by the educator.

A) Which quality of the student is planned to be formed or lost.

B) Resources are sought to educate or lose these qualities.

V) Which and where theoretical and practical resources are planned to be used for the specified purpose.

The minimum qualification requirements for a primary school graduate in education (A1, A1+), competencies, assessment procedure and curricula include spiritual and moral, intellectual, legal, civic, economic, physical, environmental, aesthetic types of education at each stage. In this case, the goals of protecting the rights of the child, instilling national values based on the principle of "From national revival to national progress"

in the continuous education system, adapting students to socio-legal life through comprehensive, physical, mental, spiritual and moral development, and teaching them to make the right decisions in various complex situations, and forming active civic positions in children are achieved on the basis of the didactic requirements set for the textbook. It should be noted that in the process of teaching education, the opportunity to develop social and legal competencies in students, as well as the formation of knowledge, skills, and competencies through the use of various interactive methods, collaborative learning, problem-based learning technologies, and creative and educational games, is of great importance.

In the process of research, in order to achieve the set goal, the main attention was paid to the content and essence of such concepts as "person", "culture", "value", "behavior", "right", "duty", "education" and primary moral standards. After all, these concepts are interconnected and constantly complement each other. Before forming socio-legal competencies in primary school students, it is necessary to consolidate their knowledge of these concepts. In this article, we tried to define the concepts of social and legal competence as follows: social competence is the ability to be active in social relations, possess skills, be able to communicate with subjects in professional activities and organize additional activities in cooperation; legal competence is knowledge of general, mandatory, social norms established or approved by the state, the ability to correctly use them and apply them in personal life, following these norms.

The following competencies are formed on the basis of education:

Spiritual and moral cultural competence: having a culture of etiquette (dressing, behavior, communication, behavior in public places) and understanding and respecting national and universal values, understanding and adhering to duties and responsibilities to family, society, and the Motherland, respecting national and universal values, national-cultural traditions, customs, and ceremonies, and being active in public affairs.

The competence of having ideological immunity: to be able to distinguish between good and bad actions, to express one's opinion about them; to be able to react to the events happening around one, to have the skills to begin to understand that knowledge is a high adornment of a person.

Depending on the level of learning and knowledge, activity, worldview and development of thinking abilities of primary school students, it is necessary to take into account two stages, namely, the study of

socio-legal norms in grades 1-2 and the acquisition of knowledge about these concepts, and the formation of the ability to apply the competencies acquired in grades 3-4 in life.

The principles of the formation of socio-legal competencies in primary school students can be explained as follows:

Firstly, the presence of socio-legal competencies in a student guarantees his successful activity throughout his life. Secondly, it provides the student with an opportunity to make sufficient choices of personal actions in his life, ensuring the effectiveness of fulfilling social roles inherent in the individual. Thirdly, it develops the student's faith in the Motherland, family, people, nature, values, and interpersonal relationships. Fourthly, social and legal competencies play an important role in socio-political, spiritual-educational, aesthetic values, and self-development. Fifthly, the social environment, family, and community relations in the neighborhood also play an important role in students. Sixthly, an open socio-pedagogical system in an educational institution, a healthy environment, and the professional level of teachers are taken into account. Seventh, factors such as determining students' life values, openness, tolerance, mutual kindness, moral qualities, life goals, motives for choosing a profession, self-education, social mobility, and activism are taken into account.

In the education lesson, we used educational games that help develop students' social and legal competencies, such as "I Choose a Friend," "Forbidden Fruit," "How We Behave," "Values," and "Values Fair," which form qualities such as activity, creativity, diligence, aspiration, knowledge, and research in students and are based on the principles of partnership (subject-subject) communication.

1. The main idea of the Education subject, created on the basis of the national program, is to organize the educational process according to curricula based on competency-based approaches, and to form in students, along with social and legal competencies, skills such as responsibility and flexibility, communication, creativity and curiosity, critical thinking, interpersonal cooperation, problem identification, solution finding, self-direction, and social responsibility. In such a modern educational process, the tasks of teachers and students are as follows.

2. The importance of modern education is determined by the formation of active socialization skills in students. In order for primary school students to become active participants in the process of social relations, the acquisition of social and legal skills by

them is of particular importance.

3. Factors and conditions influencing the formation of social and legal competencies in primary school students are determined on the basis of determining the means, forms, methods and ways of training students' thinking in motivational and reflexive skills. This requires the teacher to have a creative attitude to the educational process and an acmeological approach.

4. The application of an innovative method based on the formation of social and legal competencies in primary school students and a functional model with a goal-to-result-oriented consistency and coherence, developed on the basis of interpreting the content of creative and educational games in relation to basic and subject-specific competencies, to educational practice has an effective positive impact on the formation of students' skills in following social and legal norms.

5. Ensures active socialization of students as a result of the formation of social and legal competencies in them based on strengthening the organizational, educational, and developmental educational components of the interaction of the family, educational institutions, and the public.

6. The criteria for assessing the level of social and legal competencies of primary school students, developed during the study on the basis of the principles of cognitive, cultural, and legal competence of pedagogy, create an atmosphere of healthy competition among students.

7. Primary school teachers play a special role in introducing students to social and legal norms. Their creative approach to organizing and conducting training and spiritual and educational activities at a high level, while increasing the effectiveness of pedagogical activities, increases the opportunity for students to acquire social and legal competencies.

CONCLUSION

In conclusion, the following recommendations were developed to increase the effectiveness of forming a sense of respect for socio-legal norms in primary school students:

-pay special attention to practical experiences when teaching primary school education, that is, to the extent possible, organize these lessons not in the classroom, but in facilities appropriate to the subject;

-organize special courses for teachers teaching primary school education and prepare training programs based on foreign experience;

-prepare recommendations for developing socio-legal competencies in students by organizing extracurricular

activities based on the content of education lessons.

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