The OSCAR PUBLISHING Services
International Journal of Pedagogics

VOLUME Vol.05 Issue05 2025
PAGE NO. 432-435
DOI 10.37547/ijp/Volume05Issue05-113

Integrative-Culturological Approach as A Means of Forming A Holistic Picture of The World in Primary School Children

Babanazarova Maftuna Nazarbekovna
Bukhara State Pedagogical Institute, Uzbekistan

Received: 31 March 2025; **Accepted:** 29 April 2025; **Published:** 31 May 2025

Abstract: The modern school is designed to cultivate a holistic worldview in primary school students, in which the facts of natural science are intertwined with cultural values and traditions. Educational documents emphasize that one of the fundamental tasks of the school is to form a view of the world in students as a single, interconnected whole. However, pedagogical theory has not yet clearly defined the content and methods for forming this holistic picture of the world, especially in primary school. There is a contradiction between the high significance of the task and the insufficient solution to it in practice. Therefore, the development of an integrative-cultural approach to teaching natural science seems relevant, which would allow linking scientific knowledge about nature with cultural meanings and values.

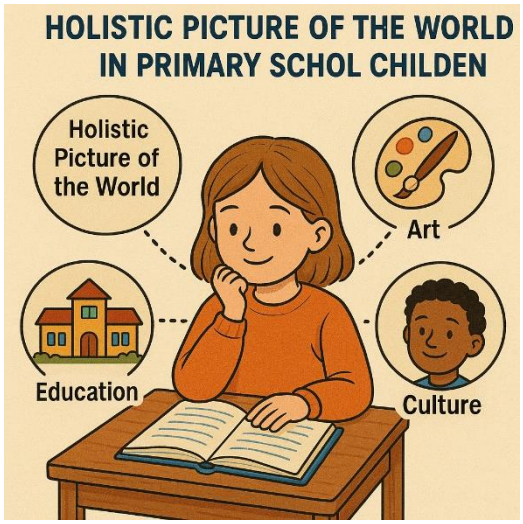
Keywords: Culture, method, approach, education, primary education.

Introduction: An integrated approach to teaching natural history involves combining knowledge from different disciplines (physics, biology, ecology) around the common problems of “man–nature” and “man–society”. The content of a natural science course should reflect the integration of knowledge from different subjects, turning them into a fusion of natural science and humanitarian knowledge. As I. Aleksashina notes, such an approach leads to a new quality of knowledge, combining systemic and probabilistic thinking with humanitarian orientations [2]. The cultural component focuses on spiritual and value aspects: culture is a key factor determining the thinking and behavior of students. The cultural approach is defined as a system of methodological techniques that ensure that students master the fundamental categories of cultural heritage, norms and ideals that manifest themselves in the surrounding world. This implies familiarization with folk traditions, art and everyday practices that give scientific knowledge depth and meaning. Thus, the integrative-cultural approach combines subject knowledge (“component of knowledge about nature”) and the value-semantic context (“cultural component”), forming in the child a systemic understanding of the relationship “nature – man – society”.

Purpose of the study: theoretical justification and practical description of the integrative-cultural approach to teaching natural science in primary school as a means of developing a holistic worldview in primary school students, combining scientific knowledge with cultural and value orientations.

METHODS

The materials used are the scientific works of researchers, as well as the analysis of the content of educational courses in natural science, while the research methods are the theoretical and methodological analysis of pedagogical literature, the generalization of advanced pedagogical experience, as well as the systematization of forms and methods for implementing the integrative-cultural approach in the practice of primary education.



Methods of implementing the approach in primary school:

- Project activities. Students carry out research projects that combine the natural science and cultural aspects of the topic. For example, the project “Wonders of the Native Land” may include the study of local plants and rituals associated with them. Projects are implemented in groups, developing research skills and the ability to collaborate [3].
- Integrated lessons and activities. In lessons on the surrounding world and natural history, topics are presented in a comprehensive manner, relying on related humanities disciplines. Thus, the lesson "Water in Nature and in Folk Traditions" includes physics (properties of water) and local history (explanation of ancient superstitions and holidays associated with water).
- Game technologies and role-playing games. The game stimulates the inclusion of several aspects. For example, the role-playing game "Forest Explorers" combines experimental experiences (cognitive component) and understanding of myths or fairy tales about forest spirits (cultural component) [7]. Games can be frontal (the whole group) or paired, adapted to the age of the children.
- Visual and practical methods. Experimental activities (observing plant growth, creating mini-experiments) are supported by stories about the cultural significance of these phenomena. For example, when growing flowers on a windowsill, the teacher can tell about the old signs and symbolism of a given plant. Such demonstrations are held both in the lesson as a whole and within the framework of clubs or exhibitions.
- Didactic conversation and discussion. Discussion of moral and philosophical issues related to science plays an important role. When studying the topic "Animals" you can talk about the role of animals in culture and holidays. This allows you to form a value-conscious attitude to knowledge in children. Conversations are conducted mainly frontally, with the possibility of subsequent individual or group reflection.

Below is a table with examples of methods and forms of organizing lessons:

Method	Form of educational activity	Example
Project method	Group (collective)	Project "Wonders of Nature in the Native Land"
Gaming technologies	Group, pair, individual	Roleplaying Game "Explorers of the Rainforest"
Visual methods (demonstrations, experiments)	Frontal, group	Demonstration of experiments with plants in the lesson
Interdisciplinary lessons	Frontal, group	Lesson "Water in Nature and Traditions": Physics + Local History
Research activities	Group, individual	Mini-study "Clean Water in Our City"
Didactic conversations	Frontal	Discussion of environmental values and rules

Systemic integration of knowledge and cultural meanings is supported in the curriculum. Thus, when developing the course "Natural Science", the authors took into account that the students' worldview should

be based on the system "man - nature - society", which integrally reflects the real connections of the surrounding world. This means that the goal of the lesson is not just the transfer of facts, but also the formation of the ability to see these facts as part of a broader picture, including values and norms [4].

The use of an integrated cultural approach should lead to the development of systemic thinking and a holistic picture of the world in schoolchildren. As studies show, after the introduction of an integrated course, students begin to understand nature as a single whole, to realize the interdependence of man and the environment. Considerable attention is paid to the axiological aspect: children form stable value orientations and environmental awareness. For example, students come to understand that "the moral ideals of modern society are deeply dependent on the environmental imperative" and that only scientifically based nature management ensures the survival of humanity.

The general outlook and cultural experience of children are expanded. The cultural component helps students better understand the cultural context of life, thanks to which knowledge acquires a deeper meaning. D. Andronache notes that the cultural approach helps students (in this case, schoolchildren) develop a broader worldview, a deep understanding of the cultural context in which they live [1]. As a result, children develop a readiness for intercultural interaction and tolerance for other points of view.

In addition, the integration of educational material leads to the priority of general cultural knowledge. As experience has shown, the integrative approach changes the ratio between special and general cultural knowledge in favor of the latter. In other words, in the process of learning natural history, students not only receive ideas about nature, but also understand the place of these ideas in culture and history. Aesthetic perception of nature and humanistic values become an integral part of learning, which ultimately contributes to a more harmonious development of the child's personality [5].

DISCUSSION

The integrated cultural approach demonstrates a high degree of relevance in the context of modern primary education, where the need to develop not only subject knowledge but also value-semantic guidelines in schoolchildren is increasing. The combination of natural science and humanitarian knowledge contributes to a deeper understanding by children of the interrelations in the system “nature – man – society” [8]. The practical focus of the approach is expressed in the diversity of pedagogical methods – from project activities to role-playing games and

integrated lessons – which makes learning not only cognitive, but also emotionally rich, close to the real cultural experience of the child. It is especially important that the cultural component enhances the axiological potential of education, developing environmental awareness, tolerance and aesthetic perception of the surrounding world in students [6]. The approach under discussion meets modern requirements for education, focusing on the development of the child’s personality as an active participant in cultural and natural interaction.

CONCLUSION

The integrated cultural approach to teaching natural science in primary school is a powerful resource for developing a holistic worldview in primary school students. It is theoretically substantiated that combining subject knowledge with a cultural component opens up a “broad picture of the world” to children, uniting the scientific and value foundations of existence. The methods for implementing this approach (projects, games, integrated lessons, research) allow us to link the study of nature with folk culture and modern values. As a result, students not only acquire knowledge of the laws of nature, but also develop an understanding of their role in society and culture. Thus, the integrated cultural approach meets the objectives of primary education and contributes to the development of the student’s personality as a bearer of scientific ideas and universal human values.

REFERENCES

Андронаке, Д. В. (н.д.). Культурологический подход в образовании. Издательство «Среда».

Алексашина, И. (н.д.). Интегративный подход в

естественно-научном образовании.

Пуйлова, М. А., Терских, И. А., & Налесная, С. Л. (2021). Формирование мировоззренческих представлений у младших школьников в процессе овладения знаниями. Концепт, (4), 19–33.

Рогаткина, Д. В., & Панасенко, А. С. (2022). Культурологический подход в образовании младших школьников. Инфоурок.

Ценч, Ю. С. (2009). Реализация культурологического подхода в образовании как фактор развития культуры личности. Образование в регионах: научные основы развития и инноваций, 2, 106–114.

Турдиева Н. Бабаназарова М Strategic solutions for sustainable environmental management Ноябрь 2024 г.BIO Веб-конференции 141(1) DOI: 10.1051/bioconf/202414104008.

Мафтуна Бабаназарова. (2025). Нейроупражнения как меры повышения познавательных способностей детей в начальной школе. «Мактабгача Ва Мактаб Талими» Джурнали, 3(3), 7–10. https://doi.org/10.5281/zenodo.15128769

Бабаназарова Мафтуна Назарбековна. (2025). Нейроупражнения как средство развития познавательных способностей у детей младшего школьного возраста. Евразийский научный вестник , 42 , 25–30. Получено с https://www.geniusjournals.org/index.php/erb/article/view/6822.