

Developing Skills For Designing Integrated Lessons In Prospective Primary School Teachers

Qodirova Dilshoda Abdunabiyevna

Lecturer, Department of Primary Education Methodology, Fergana State University, Uzbekistan

Received: 22 September 2025; **Accepted:** 14 October 2025; **Published:** 18 November 2025

Abstract: The topic of developing skills for designing integrated lessons in prospective primary school teachers analyzes modern approaches to teacher training in the process of pedagogical education. The study highlights the theoretical and practical foundations of forming prospective teachers' skills in identifying interdisciplinary connections, developing integrated educational content, designing lesson scenarios methodologically correctly, and organizing the educational process based on innovative methods. In addition, the importance of modern pedagogical principles such as competency-based education, constructive approaches, STEAM technologies, and the use of interactive methods during the design of integrated lessons is substantiated. The results of the study indicate that developing skills in designing integrated lessons expands methodological thinking in prospective teachers, increases their potential for effectively organizing lessons, and becomes a significant factor in improving the quality of primary education.

Keywords: Integrated education, interdisciplinary connections, lesson design, pedagogical skill, didactic system, primary school, competency-based approach, alignment of educational content, innovative lesson model, teacher training.

Introduction: The renewal of educational content, the prioritization of a competency-based approach, and the requirement for teaching closer to real-life contexts have sharply increased the importance of integrated lessons in modern education. An integrated lesson is understood as a form of lesson organization that combines the content of several subjects into a single didactic unit, helping students understand cross-curricular connections. This approach is aimed at unifying educational materials around a general idea, topic, problem, or activity rather than separating them. The main essence of integrated lessons is to present knowledge through a multidimensional and systematic approach. While traditional lessons are conducted within the strict boundaries of a single subject, the integrated approach allows students to connect a topic with different subjects, understanding it more broadly, deeply, and practically. For example, when studying the topic of the water cycle in a science class, connections can be made through tasks such as calculating volume and measurements in mathematics, creating water landscapes in art, or writing stories or poems about water in the language class. This helps students

perceive the topic as a whole. The main goal of modern education is not for students to memorize knowledge, but to understand it and apply it in their lives. Integrated lessons serve as one of the most important tools to achieve this goal, forming interdisciplinary thinking, systematic approaches, and complex reasoning in students. This approach aligns particularly well with the philosophy of student-centered education. Additionally, integrated lessons increase students' intrinsic motivation toward learning. They perceive the topic not only as information from a book but also in relation to various fields, observing real-life examples and enriching their knowledge. As students recognize the connections between their knowledge, they enjoy the learning process and engage more actively in thinking. Integrated lessons also require new approaches, broad thinking, and meticulous planning from teachers. To organize such lessons effectively, teachers must harmonize content from different subjects, choose appropriate methods and tools, and develop activities that are interesting and effective for students. This process fosters teachers' professional growth, readiness for innovative approaches, and

creative potential. Integrated lessons are an integral element of modern education, deepening the content of the learning process, strengthening interdisciplinary connections, and forming a complex worldview in students. This approach ensures that knowledge is not artificially compartmentalized and makes education closer to real life. Primary education is not only a stage where students acquire basic knowledge but also a critical period in which thinking foundations, worldview, and attitudes toward learning are formed. Therefore, pedagogical approaches applied at this stage determine not only the level of knowledge but also personal development, thinking style, and students' self-awareness. An interdisciplinary approach serves as an effective pedagogical direction to make the learning process in primary education meaningful, holistic, and life-oriented. An interdisciplinary approach implies establishing connections between several subjects in terms of content, activities, or methods. This approach teaches students not only to acquire independent knowledge in different subjects but also to connect this knowledge and perceive it as a whole. For example, the topic "Summer Season" can be covered from various perspectives in language, environmental studies, mathematics, art, and technology classes. Such lessons help children focus their thinking and understand the topic comprehensively. From a pedagogical perspective, an interdisciplinary approach develops systematic thinking, imaginative reasoning, and observational skills in students. Instead of perceiving each subject separately, students understand the connections between subjects and how this knowledge works together in real life. This leads to forming a worldview based on genuine understanding. For primary school students, abstract thinking is not fully developed. Therefore, presenting educational content visually, practically, and in relation to reality through an interdisciplinary approach is much easier. This method not only makes learning materials comprehensible but also increases students' interest, encourages exploration, and provides opportunities to test knowledge in practice. Another pedagogical significance of the interdisciplinary approach is the development of social skills. Such lessons often involve group work, collaborative projects, and discussions, teaching students to communicate, justify their opinions, and consider others' viewpoints. Moreover, interdisciplinary approaches foster creativity and independent thinking. Working on tasks across subjects encourages students to view problems from multiple perspectives and develop several solution options, enhancing intellectual activity. Implementing an interdisciplinary approach in primary education enriches curricula and equips students with a

comprehensive system of knowledge for life preparation. This approach provides a solid foundation for organizing lessons in a lively, engaging, and meaningful way. Today, teachers are expected not only to impart knowledge but also to meticulously plan the learning process, select student-centered methods, and organize lessons effectively. Therefore, developing lesson design skills in prospective primary school teachers is one of the most important stages in their professional training. Lesson design refers to the teacher's systematic planning of educational content, methods, tools, assessment criteria, and pedagogical situations to achieve educational goals. Prospective teachers must master this stage both theoretically and practically to organize their activities effectively. Particularly in primary education, each lesson should serve as a tool for developing students' thinking, imagination, curiosity, and independent decision-making. Designing lessons requires creativity, understanding the interconnection of subjects, and considering students' age characteristics. Additionally, choosing methods, tools, and tasks that increase student engagement is directly related to the teacher's pedagogical potential. Therefore, lesson design skills should be developed gradually through systematic classes, practical exercises, and experience sharing in higher pedagogical education. Skill formation is enhanced not only by didactic knowledge but also through independent planning, analysis, assessment of results, and incorporating innovative elements lesson by lesson. When teachers perceive each lesson as an opportunity for self-development, these skills are reinforced and continuously improved. Prospective teachers cannot organize high-quality educational processes without mastering the design of lessons with deep content, various methodological tools, and formats tailored to student needs. Lesson design skills form the foundation of teaching expertise and the cornerstone of future professional success. The integrated education approach is becoming an integral part of modern pedagogical concepts. Successfully designing these lessons requires not only combining several subjects but also arranging them into a logical chain and selecting methods and technologies that facilitate deep understanding in students. Methodological approaches and technology choices are directly related to the lesson's overall goals, the essence of interdisciplinary content, and students' abilities. First, problem-based teaching is highly suitable for integrated lessons, as questions or scenarios presented across subjects encourage independent thinking, research, and identifying logical connections. This method enables summarization, solution-finding, and drawing conclusions during the lesson. The second effective approach is Project-Based

Learning. Students in small groups explore various subject aspects of a topic, resulting in a project. For example, in the topic “Water Cycle in Nature,” students conduct research in geography, biology, mathematics, and art. This approach develops creative thinking, communication, and teamwork skills. Interactive methods like clusters, brainstorming, and concept maps are also effective in integrated lessons, helping students identify connections and reinforce key ideas. Graphical and visual tools are especially effective for identifying conceptual relationships. Among technological tools, information and communication technologies (ICT), multimedia, presentations, and digital platforms are widely used. Interactive presentations, experiment videos, and virtual laboratories encourage students to conduct deep analyses. Competency-based technologies help students develop knowledge and skills applicable to real-life situations, connecting lesson topics with personal experiences. Designing integrated lessons considers not only interdisciplinary connections but also how each method and technology stimulates thinking, interest, and activity in students, making lessons lively, systematic, and practical. Effective organization of integrated lessons requires teachers to have strong methodological preparation, deeply analyze interdisciplinary connections, and apply innovative approaches in practice. Lessons must be structured not only for planning purposes but also didactically logically, engagingly, and developmentally for students. Therefore, developing practical proposals and approaches is essential.

First recommendation – create a methodological recommendations bank for integrated lesson projects. This bank would include harmonized topics across subjects, sample lesson plans, task options, and assessment criteria, enhancing teachers’ methodological skills and experience, especially for young and prospective teachers.

Second recommendation – strengthen interdisciplinary collaboration. When teachers from different subjects work together on projects, lessons become more meaningful, comprehensive, and multidimensional. This develops students’ skills to find interdisciplinary solutions to real-life problems.

Third recommendation – introduce training courses on integrated approaches to enhance teachers’ professional qualifications. Such practical courses allow teachers to gain general knowledge beyond their field and introduce new approaches in lessons.

Fourth recommendation – expand the use of ICT tools. Online platforms and interactive programs that integrate various subjects into a single virtual

environment increase student engagement. Interactive video materials, digital projects, and quizzes deepen lesson comprehension.

Fifth recommendation – establish lesson analysis and experience-sharing conferences. Organizing open lessons, promoting a culture of lesson analysis, and disseminating effective experiences improve lesson quality.

Successfully designing integrated lessons is not merely planning but a complex didactic process that develops students’ thinking and teaches them to reason across multiple fields. Systematic approaches, methodological support, and pedagogical collaboration are key directions in this process.

REFERENCES

1. Abdurakhmanovna, U. Z., & Sarvinoz, T. (2024). Evaluating the effectiveness of integrative teaching technology in the context of digital transformation. *Science and Innovation*, 3(Special Issue 16), 325-328.
2. Akbarovna, I. S. (2024, April). Education issues in primary education. In *International Conference on Multidisciplinary Science* (Vol. 2, No. 4, pp. 21-26).
3. Al-Daghistani, R. (2016). *Philosophy: Introduction to classical Arab-Islamic philosophy*. Freiburg: Kalam Verlag.
4. Alqarov, I., Mamatqulova, R., & Norqulov, H. D. (2009). *Pedagogy of personality and family education*. Tashkent: Fan va Texnologiya, pp. 135-139.
5. Ashurov, S., & Kazieva, G. (2024, November). The role of idioms and proverbs in foreign language teaching. In *Conference Proceedings: Fostering Your Research Spirit* (pp. 407-410).
6. Asqarova, G. (2024). Ziyonet information education network and its projects. *Science and Innovation*, 2(37), 44-47.
7. Akhmedov, A. A. (2023). *Social Pedagogy*. Textbook, Kamolot, Bukhara.
8. Akhmedova, B. (2025). Theoretical and scientific foundations of improving the quality of educational services...