

Integration in Primary Education as Factor Mentality

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Abstract:- In the article are disclosed some conditions of integrated lessons arrangement in primary education. As well there are expressed apparent characteristics of properly integrated lessons. Also, on the assumption of integrated lesson, author determined structure of given type lessons. Presented visions for that matter, reflected on example of jobs training lessons.

Keywords: primary education, integration, child development, structure integration lesson, technology lessons.

I. INTRODUCTION

The present age of globalization, which predicts intellectual development and facilitates radical reforms in a number of socio economic sectors, has set clear and well-grounded demands for a number of social and humanitarian sectors of society.

The fact is that this era of globalization poses a serious threat to the future of humanity, as well as the obstacles that the everyday life, as well as the growing generation of young people, choose to make the right way in the face of the influx of ideas.

In addition to the philosophical issues of science, which are concerned with the development and prospects of society, the philosophy of education deals with the issues of socio-humanitarian, natural and scientific development of the individual, as well as the study of the intellectual level of the individual in the learning process.

Logically, the word 'education' is to teach, teach, explain; to teach him the theoretical qualities of upbringing, the rules of conduct and the practical skills needed to master a particular profession.

I.G. Pestalotstsi described the interdependence of academic disciplines on the basis of large didactic material. In doing so, he adhered to the following principles:

- a person's sense of self-worth;
- nurturing a child on the basis of natural abilities and opportunities;
- comprehensive upbringing of the child according to focused visualization (Pestalotstsi I.G., 2016).

He also outlined some of the disadvantages in distinguishing one subject from another.

Also, the representative of classical pedagogy Konstantin Dmitrievich Ushinsky has developed a more detailed psychological and pedagogical basis of interdisciplinary interdependence. In his view, "The knowledge and ideas

that are being expressed must be organically as they are in science" (Shorustamova D.S. 2014).

Well-known Western leading educators Ya.Komensky and K.D.Ushinsky in the past strongly condemned conversation-based methods that for some time had dominated the education system and denied the absoluteness of these methods. They have tried to prove by their own experience and experience that these methods should be supplemented by practical and visual methods (Shorustamova D.S. 2014).

In accordance with the reforms carried out in the country, the issues of harmonization of relations between society and the environment, establishing and developing creative attitude to the environment are important in the educational process.

Nowadays, traditional teaching is being replaced by individual-centered approaches. In this regard, it should be noted that the end of the 20th century marked the end of technological progress and paved the way for the emergence of the humanitarian culture. Changing logic of power and fear into a philosophy of consciousness and love is a unique strategy of the 21st century. Consequently, education reform should serve society in a logical way. In this case, it is possible to predict the technology that has been implemented, depending on the level of integration and the technology used, depending on the level of integration. After all, integration is a factor that can be sufficiently manifested as a key factor in the transition to a new qualitative state through the assimilation of various content. Integration is a combination of large-scale learning materials that are characterized by deep, non-traditional education (Kukushin V.S., et al... 2005).

Today, technologies for child personality development are being introduced in our country, which is another effective way to implement the ideas put forward by the First President Islam Karimov.

In particular, the foundation for serious environmental relations is established in the primary grades. Cognitive ability of a person, his or her attentive attitude to the world around him - is not a spontaneous process, but a complex development of the person in the learning process:

The organization of classes with a clear and conscious use of pedagogical technologies according to the content of the lesson. is required.

It should be noted here that the stages of formation of the teacher's skills, abilities and professional competence begin with the understanding of the professional responsibility of the teacher. After all, choosing a teaching profession with a

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heart-to-heart attitude has become the most sought-after, creative mentor today, and those who have chosen the profession have not been able to properly organize their work occurs.

In this case, the educator focuses on expanding the student's outlook. This is a more integrated type of training that the teacher needs to master in a number of aspects related to interdisciplinary integration.

It should be noted that integration is the combining of two or more things which they work together, and integration of individual parts or elements. The concept of "integration" was explained by Spencer in the XVIII century (Shorustamova D.S. (2014).

Before introducing integrative education, it is necessary to develop some understanding of the classification of classification-integral education. This classification is expressed in Doctor of Pedagogical Sciences, Professor R.A. Mavlonova as follows:

- courses based on adjacent disciplines;
- Courses on the basis of basic subjects;
- Courses on the basis of general scientific concepts, regularities, theories;
- Problems related to the evolution of science, the methods of scientific study of nature, the courses on the study of the scientific picture of the world;
- On the basis of complex objects;
- based on various problems and on the basis of activities (Mavlonova R.A., 2016).

ANALYTICAL RESULTS & DISCUSSIONS

Consequently, the integration of primary education that is emphasized in this study will concentrate on such subjects as reading, mathematics, natural sciences, painting, technology, and English.

The teacher, who arrange his or her lessons in an integrated manner, selects tools and techniques that match the age, level of mental development and, of course, the interests of the elementary school student.

The theme of an integrated lesson project can be relevant to any topic of the curriculum, with the goal of deepening the learning process and differentiating the learning process by identifying the level of mastery of a particular gifted student and the students in general.

The integrated lesson is from the usual lessons:

- Accuracy, compactness, intense scope of the training material;
- the rationale for the integrated learning disciplines at each stage of the lesson;
- The wide range of information contained in the study material.

In an integrated lesson, the goal should be to take into account the relevance of several disciplines.

In such a lesson, it is important to calculate the optimal load on the student's tasks. The activities and behavior of several subject teachers in the classroom should be coordinated. The results of these exercises are required to be finalized.

One of the integrated disciplines should be taken as a core. For example, let's take a look at the integration process in the content of technology classes in elementary school. The teacher planned his work in the following sequence to

give a lesson on "Making a basket of paper", which is why he designed a lesson that meets the educational content (Figure 1)

The course will be combined with natural science, math, ethics and English classes. It is desirable to use the construction and design and technical games for the introduction of technology classes in an interactive, interactive format, with the support of this type of games increasing the creativity of the teacher and the student. It focuses on audiovisual and multimedia tools and technical subjects for students' creativity, with no emphasis on technical devices, construction details, designers, some types of work tools, mechanical, magnetic, electrical, electronic and other devices.

Although such games are designed for these age-specific features, they can be used in independent game games to enhance students' research skills. Designed for games that help children work harder for elementary school children: sewing, weaving and textile machines, children's agriculture and home appliances, art and decorative and print collections can make technology lessons a truly enjoyable and beloved process.

There are also electronic presentations on the process of performing specific work assignments in the classroom, with a variety of interdisciplinary links that provide an integrated image of the course: natural sciences, mathematics, native language, and physical culture. For example, origami (The Exquisite Book of Paper Flowers, 2014): is a paper-based animated fairy tale, cartoon episodes of various shapes and toys, and student readings of poems and essays on the subject accelerate the process.

In addition, developmental games like "Who Am I?", "Estafeta", which teaches quick sewing, weaving, and knitting tasks, will help to pupils to gain success.

Thus, the effectiveness of integrated learning is strongly linked to the correct, pedagogically sound form of education that requires a thorough analysis of all three types of educational, educational, and developmental goals.

Interdisciplinary integration is possible only in a pedagogical community with a healthy environment, mutual respect and creative collaboration.

Interdisciplinary communication is based on the ideas and methods of teaching science, which are defined as the basis for developing and developing students' perceptual activities. Interdisciplinary interconnectedness rapidly builds up the students' learning abilities and reveals the general principles that facilitate the academic building of academic disciplines. The content of education cannot be determined without considering the links between disciplines such as literature, biology, and mathematics. Therefore, interdisciplinary interrelationships serve as a source for selecting educational content for individual subject.

CONCLUSION

Some of the highlights of the integration lesson are:

1. In these types of activities, the child begins to visualize the world as a whole.

2. The child's potential develops, the environment begins to explore with great interest, and events start to make sense in their minds, in search of a reasoned solution. As a result, the ability to communicate, compare, compare, summarize and summarize.

Integrated lessons teach children to understand the integrity of events and their understanding of the nature of events. Technology can be closely linked to school-based learning, and the educational and creative nature of labor is achieved through the use of scientific knowledge

As a basic form of education, the teacher must provide a solid foundation for the development of a conscious, active, self-sacrificing community of its students in this process.

Figure 1. Adaptation of educational, educational and developmental goals to the educational content in the course of the lesson "Paper baskets".

3. It is interesting that the form of training is not standard - in such lessons the developmental goal is particularly high.

4. Teacher creativity is one of the key factors in increasing professional competence.

Thus, the organization of lessons in an integrated manner guarantees not only an enjoyable and meaningful course, but also a comprehensive development of the students' worldview.

It is advisable not to provide an integrated lesson to the student without interpersonal and interpersonal philosophical issues, because the unexplained interplay puts the cognitive process in the mind of the learner through confusing conclusions.

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