

Features of the Integrated Lesson

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ABSTRACT

In recent years, attention has increased to the problem of integrated learning. Some educators see the development and solution of this problem as the main way to update and improve the learning process. The integration process itself is not new. It was raised several times in the pedagogical literature, but it was little discussed in theoretical terms, the reasons for this is the underestimation of the relevance of the problem of integration and the difficulties in the way of its implementation.

But the problem of education integration is becoming more and more insistent and makes scientists, methodologists and teachers look for effective ways to implement it. Therefore, the problem of integrating education and upbringing in primary school is important and modern, both for theory and practice. Its relevance is dictated by new social requirements for the school. It is due to changes in the field of science and production

KEYWORDS: integration, primary school, psychological, pedagogical, integrated lesson, teachers, knowledge

INTRODUCTION.

The main form of organizing the process of integrating subjects in primary school is an integrated lesson, the peculiarity of which is that it can be taught by two or three, and maybe more teachers. From a psychological and pedagogical point of view, an integrated lesson promotes the activation of the cognitive activity of schoolchildren, stimulates their cognitive activity, and is a condition for the successful assimilation of educational material.

Integrated (binary, combined) lesson - a special type of lesson in which the interrelated material of two or more subjects is studied; it is advisable to conduct such lessons in cases where knowledge of the material of some subjects is necessary to understand the essence of the process, the phenomenon in the study of another subject.

An integrated lesson has the following goals:

- 1) study of subjects at a high level of consistency of knowledge;
- 2) development of cooperation of teachers;
- 3) the formation of students' beliefs in the coherence of objects, in the integrity of the world.

An integrated lesson promotes personally meaningful and meaningful perception of knowledge, enhances motivation, and allows more efficient use of working time through duplication and repetition.

As can be seen from the definition, in an integrated lesson, didactic problems of two or more subjects are solved. In preparation for such a lesson, you must:

- to get acquainted with the psychological and didactic foundations of the course of integrated processes in the content of education;
- highlight in the program for each academic subject similar topics or topics that have common aspects of social life;
- to determine the links between the elements of knowledge;
- change the sequence of studying topics, if necessary;
- to get advice from a subject teacher if the tasks of a subject are solved in a lesson, which the teacher usually does not teach.

Teachers Y.G. Dik, A.A. Pinsky, V.V. Usanov noted the following: “The integration of academic subjects is far from a mechanical activity, and an integrated academic subject is not a simple sum of separate educational courses. This process requires a significant revision of the content and structure of academic subjects, strengthening of general ideas and theoretical concepts in them. They identify three conditions, the fulfillment of which makes it possible to integrate academic subjects:

- 1) the objects of research must match, or be close enough;
- 2) in integrated academic subjects, the same or similar research methods are used;
- 3) integrable academic subjects are based on general laws, general theoretical concepts

The history of the methodology of teaching the native language in elementary school shows that integration is not a new methodological phenomenon at all. It was also used by K.D. Ushinsky when constructing a literacy course using the analytical-synthetic method. The essence of this method is the merging into a single whole of separate elements of two types of speech activity - writing and reading - in order to form children's ability to distance learning with the help of text.

As you know, the method of teaching literacy, created by K.D. Ushinsky, by means of integrating writing and reading, turned out to be so good that it is basically used at the present time.

L.N. Bakhareva one of the first to highlight the distinctive features of an integrated lesson:

1. An integrated lesson is aimed primarily at the formation of a student's personality, while in a traditional lesson, attention is focused on the assimilation of knowledge and skills, and the development and education of schoolchildren are often carried out spontaneously outside the teacher's guidance.
2. In an integrated lesson, the teacher acts as an organizer of teaching and educational activities, the lesson is characterized by cooperation, the adequacy of the actions of the teacher and students (teaching activities of the teacher and educational and cognitive actions of students).
3. The central place in the integrated lesson is the use of generalized systematized tasks, for example, to develop the skills of independent analysis and synthesis. It is possible to

merge the various stages and functions of the lesson, their synthesis, contributing to the activation of the educational process.

4. An important principle of an integrated lesson is the organization of collective learning activities (work in pairs, groups, role plays, discussions).
5. Modern approaches do not exclude the conduct of an integrated by two or three teachers of different subjects.
6. An integrated lesson based on natural history can be conducted as an excursion, a field workshop, work on an ecological path, as an extramural trip, a trip to a nature reserve, to the nature of the native land, etc.

Thus, the structure of integrated lessons requires special clarity, harmony, and thoughtfulness of the material on the subjects; additional teacher training, greater erudition, high professionalism.

I.Kolozvari, L. Sechnikova distinguish four levels of integrated lessons.

They refer to the first level as lessons, where, within the framework of an integrated lesson, a course, teachers can determine in advance what is considered important and what is secondary, in order to teach their students how to rationally formalize their work, correctly construct oral answers, instill in them the skills of self-control and self-assessment, etc.

Lessons based on such interaction of teachers are also referred to as integrated, although the material studied on them may not overlap with each other in any way.

The most common are lessons of the 2nd and 3rd levels of integration. By the second level, they mean the unification of the conceptual and informational sphere of academic subjects. Such lessons can be conducted in order to better memorize any facts and information, accompanying repetition, the introduction of additional material.

The third level is associated with the tasks of a comparative - generalizing study of material and is expressed in the ability of schoolchildren to compare and contrast phenomena and objects.

The fourth level of integration seems to be the deepest, when schoolchildren themselves begin to compare facts, judgments about the same phenomena, events, establish connections and patterns between them, and apply jointly developed educational skills.

From the point of view of E. Smirnova, when developing an integrated lesson, the teacher should take into account:

1. The purpose of the lesson. (This may be the need to shorten the study time of the topic, fill gaps in student knowledge, redistribute priorities, etc.)
2. Selection of objects, i.e. sources of information that would meet the objectives of the lesson.
3. Determination of the backbone factor, i.e. finding a basis for combining diverse information. (This is an idea, phenomenon, concept or object).
4. Creation of a new course structure, i.e. changing the functional purpose of knowledge.
5. Recycling content. (Destruction of old forms, creation of new connections between individual elements of the system).

It is also important whether the teacher knows when and what subjects can and should be integrated in order to achieve the most effective result in teaching younger students.

In the opinion, and one cannot but agree with this, in the 1st grade it is better to integrate the following subjects: reading, writing, fine arts, labor. Only reading or just writing is very tiring for the child and develops negative emotions in him. "The alternation of the above items maintains the child's interest in the learning process and activates the activity."

In 3rd grade, reading, mother tongue, history stories, natural history and visual arts can be integrated. In the 4th grade, you can use all possible options for integrating subjects, even including those subjects that are now appearing in primary grades for new programs.

The main feature of an integrated lesson is that such a lesson is built on the basis of a single subject, which is the main one. The rest of the subjects integrated with it help to study its connections and processes more broadly, to better understand the essence of the subject being studied, to understand the connections with real life and the possibility of applying the knowledge gained in practice.

It is necessary to emphasize the volume of integrated lessons. They require some training from the teacher and the students. Such lessons are not recommended to be conducted frequently, since not all topics and sections of the curriculum can be integrated, such lessons are difficult to prepare.

Research has shown that some of the methods and techniques that facilitate the implementation of an integrated approach include:

- heuristic conversations;
- generalizing conversations;
- excursions;
- creative work on the development of speech;
- independent work;
- verbal drawing at the lessons of history, reading, familiarization with the outside world, music, mathematics;
- expressive reading of landscape descriptions in drawing lessons, natural history;
- writing dictations, coherent texts of historical, natural history, scientific, etc. character in the lessons of the native language;
- visual teaching methods.

CONCLUSIONS.

1. With an integration-thematic approach, not a lesson on a particular subject is taken as a meaningful, methodological and organizational unit of the learning process, but an educational topic, a section through the leading ideas of this topic.

2. Currently, various methods of integration are used. At the same time, the majority of scientists (Y.A. Komensky, D. Lolk, M. Pestalotsii, Y.N. Dik, A.A. Pinsky) consider the proximity of the content of the leading topics of different subjects, their interrelation to be the most important condition for integration.

3. At all levels of education, one should strive to create a system that optimally combines the ideas of integration and differentiation.

4. According to many scientists, the creation of an integrated system will contribute to the education of a more widely erudite young person.
5. Integration links between primary school subjects are poorly developed, presented contradictory, there are many disagreements among scientists in understanding the essence of these links.
6. Through many experiments, the most acceptable subjects for integration in primary school have been found out: a lesson in teaching literacy (reading and writing), reading - native language, reading - natural history, reading - art, reading - art-music, mathematics - work, mathematics - natural history ...
7. There are both favorable and unfavorable factors for integration in primary education and upbringing. The integrated learning methodology fully corresponds to the psychological characteristics of primary schoolchildren, and many scientists also highlight the presence of great potential opportunities in the development of the child's intelligence, the relative readiness of the teacher (leading most of the subjects) as the main positive factor. Unfavorable: the paucity of academic subjects, the need to develop extremely important reading, writing and numeracy skills, the difficulty in presenting integrative courses so that children are interested and understandable.
8. N. Svetlovskaya and a number of other methodologists and teachers (V.I. Yakovleva, I.V. Koshkina, G.B. Tselimbrovskaya) consider elements of integration in academic subjects, and not integrated courses, to be the norm for elementary school.

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