Organization of Courses of Primary Schools in Integration and Cooperation

Manzurakhon Jurayeva

Doctor of Philosophy (PhD) in Philology, Senior Lecturer

Mahmudova Zilola Muzaffar qizi

First-year master's student Fergana State University

ANNOTATION

Organizing integrated lessons in primary school is a complex process. To do this, the teacher has to find different ways to work with students. This article discusses the benefits of integrating and collaborating in elementary school.

KEYWORDS: mastery, potential, high level, formation, integration, understanding, essence, science.

Primary school lessons have a special place in the education system due to their nature, purpose and objectives. Because it is based on literacy and moral education. Therefore, the teaching of other subjects is unimaginable without reading. The extent to which students are able to acquire knowledge during literacy is revealed during the course of reading. It is not for nothing that reading is taught in the daily schedule, mainly in the first hours, because It is in this fundamental hour that the teacher's level of competence becomes apparent. It's no secret to all of us. An interesting, well-organized lesson will also affect the student's mood for the next hour and the level of acceptance of the lesson.

The topics chosen for the reading lessons are intended to provide students with knowledge and education on daily life, strengthening independence, and human relationships as well. The themes of independence, homeland, spirituality and nature stand out. Their goal is to awaken feelings of identity, independence, homeland and nature. In order to communicate these topics more effectively to students, to understand the essence of the subject, the teacher needs individual experience, potential, aspiration in each subject, in the classroom. Nowadays, when reading in schools is based on the method of reading aloud, the question arises: What is reading aloud? Russian pedagogue K. D. Ushinsky in the 60-70s of the XIX century founded, which emphasizes teaching students to "read consciously, comprehensibly, and thoughtfully" in reading, and calls it "explanatory reading". It certainly takes some time and effort to develop students' ability to read consciously. To find out what the student has learned from the text, he or she needs to retell it several times and tell the content he or she understands. Only then will the student gradually realize that he needs to listen to the next student and pay attention to the topic he is studying.

It is also important to pay special attention to integration in the organization of reading lessons. There is currently no effectiveness from an integrated lesson. However, we can easily combine reading lessons with any other subject. Learning materials in integrated lessons should develop students in all respects. It is desirable that each student be given the opportunity to learn independently, as well as to develop in each lesson the appropriate skills

in students on a regular basis. Until some of these skills are acquired, the learning process needs to be enriched with multidisciplinary processes. Some of them are independent works, and some are created with the help of information sources. We should not use any modern technologies, but also give opportunities for individual work of students. . The student is required to choose the tasks that he / she is interested in and that he / she can solve on his / her own. At the same time, of course, it is important to take into account the wishes and knowledge of the student. Integrative classes strengthen students' self-confidence, ensure the success of the learning process and the high quality of knowledge, training aimed at the effective organization of student activities in the classroom. are provided.

To substantiate the above, let's look at some of the types of interdisciplinary activities that can be used to increase students' knowledge: For example, the integration of mother tongue and reading sciences. The relationship of mother tongue as a school subject with other disciplines can be interpreted mainly in different directions. Basically, the science of the mother tongue plays a key fundamental role in the development of students' oral and written speech in primary school. After all, the mother tongue can be associated with all disciplines, because it is no secret that language is a necessary tool for the description and interpretation of all disciplines. All aspects of truth are clearly seen through language. It is impossible to act mentally without learning and understanding the language. Mother tongue science is a multifaceted phenomenon in school education.

According to researchers, one subject acts as a mediator in solving questions and problems in another subject. One of the subjects that should be connected in the same way is the mother tongue and reading. In addition, the combination of fine arts and labor enriches and expands the scope of science. If not only the two disciplines, but more disciplines are integrated, the development of relations between the disciplines will be even stronger. Such integrated lessons help students to delve deeper into words, the world of colors, the magic of sounds, the formation of oral and written speech, its development and enrichment, enhance aesthetic taste, understanding and mastery of works of art. It teaches to appreciate, to feel the beauty and richness of nature.

The requirements and tasks of the science in the organization of the integration of mother tongue and reading lessons in primary school are thoroughly studied. The goals and objectives should be relevant to both disciplines. It is, of course, difficult to find suitable topics in such an integrated lesson, but it is possible to adapt the performance of the exercises in the native language lesson to the relevant topics in the textbook. In this case, the student not only reads or writes, but also performs both exercises.

We can also look at the integration of reading and the natural sciences. The possibilities for the integration of reading and natural sciences are very wide, and in the general education and educational classes facing students, students get acquainted with the nature of their homeland. They also study seasonal changes in nature, domestic and wild animals, insects and ants, and many other natural phenomena. Awakening is the teaching of the perception of nature in aesthetic unity. The teaching methods of science and reading lessons are different, the reading lesson forms an emotional perception of the nature lesson and teaches students to express their aesthetic attitude to nature through language. In nature lessons, on the contrary, he observes with his eyes and touches with his hands.

In the primary grades, the integration process can take place not only through a set of

interrelated topics, but also through interrelated tasks. In this process, we can combine not only two or three disciplines, but also 4 disciplines.

Of course, the organization of integrated lessons in primary school is a complex process. To do this, the teacher has to find different ways to work with students. Only then can the lessons be effective. It should be noted that it is difficult to integrate 4 subjects in primary school: reading, writing, mathematics and art. After all, in such cases, the chosen topic should be relevant to each subject. That's why it's important to focus on the whole lesson.

In the analysis of works in primary school, along with the types of literary genres - fairy tales, stories, parables, poems, epics, proverbs, riddles, the means of artistic language - adjectives, analogies, animations, rhymes are also introduced in practice. Of course, these literary language tools are used gradually in the classroom. From the first grade textbook to the fourth grade textbook, the student gradually understands the content of the literary language tools in the text. We know that in primary literary education, three types of pedagogical technologies are widely used: modular, collaborative and didactic game technologies. at; "logos" means a doctrine, originally used as a set of methods in the process of manufacturing or manufacturing in agriculture, but today it is used in the field of education and It is also used in the sense of a set of methods. One of the leading educational technologies in the practice of organizing lessons in primary school is the interaction of teacher and student. is a collaborative technology based on. At any stage of education, whether it is in the primary grades, high school or high school, the problem of organizing the relationship between teacher and student has always been one of the most pressing issues. Indeed, in today's modern and electronic world, we all see a fundamental difference between students in the modern and electronic world and those in the next decade, whose comprehensive outlook on the world is hastening our educators. It is not a secret. Therefore, this is the responsibility that falls on our shoulders. Because it is very difficult to attract students of today's young modern world with our traditional or outdated teaching methods or technologies. It is no coincidence that they prefer the technology of cooperation in education. The theoretical basis for raising this relationship to the level of cooperation is studied in the context of pedagogical synergetics around the world. Pedagogical synergetics, ie interaction in the educational process formed in the 60s and 70s of the last century. Pedagogical synergetics of the XXI century should be interpreted as a theoretical and practical approach that helps to understand the interaction of the subjects of the educational process (teacher and student). Now, in the course of the lesson, the teacher's dominance is over, and the main demand is placed on the student. In the process of pedagogical cooperation, teamwork prepares primary school students for the emergence of new, common ideas on the topic. Naturally, this technology requires the use of advanced methods that have been tested for effectiveness in the educational process. When used in a timely and timely manner during reading lessons, it can be seen that a student's inquisitive ability is constantly evolving. The use of questions and assignments to solve a problem in collaboration encourages students to draw new assumptions, emotional conclusions, and to some extent this is achieved. Gradually, students become accustomed to demonstrating their creative abilities.

The implementation of the idea of pedagogical cooperation in the process of teaching lessons in primary school eliminates the one-sided rigidity in traditional pedagogical thinking. This is one of the biggest mistakes in education, which does not lead to development. It is hardening. can achieve new results.

In order to create an environment of interaction between teacher and students in the process of literary education in primary school, it is necessary to do the following:

a) creating a creative environment in the learning process;

b) Organize student activities in a specific order;

c) Creating a mutually friendly environment among students, etc.

Only a teacher who is able to keep pace with the evolving world and attract students to his / her field of knowledge can become a true educator. By organizing integrated and collaborative lessons and making effective use of them, both the potential of the students and the teacher develop the skills of organizing the lesson. The main thing is to avoid the monotony of the lesson and prevent boredom. A friendly relationship is formed between the teacher and the students. It is a modern requirement that a real educator, who sees each student as his own child and is not indifferent to his fate, strives to implement any innovation in life.

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