



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.01114.9

THE IMPORTANCE OF INTEGRATED LESSONS IN PRIMARY EDUCATION

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ABSTRACT

In the integrated lessons, taking into account the didactic and psychological requirements, a well-thought-out system of tasks of varying complexity is developed through group work in specially organized individual and separate groups within a particular subject. Mastering the topic requires certain pedagogical conditions. Under such conditions, education progresses.

KEYWORDS: *Modern Education, Integrated Learning, The Importance Of Integrated Lessons, Modern Pedagogical Technologies, Integrated Course.*

INTRODUCTION

The future of our country will largely depend on the innovative changes in the field of education, the level of work aimed at raising it to a level that meets the new requirements of our time. This requires the training of future professionals in a competitive manner, taking into account the requirements of the times.

In the modern education system, the organization of the educational process in a certain coherence and interconnectedness of the content and objectives of general subjects, along with improving the quality and effectiveness of education, expands the worldview of students and their serves to enrich the world of thought with bright images. The possibilities of interdisciplinary communication are endless in optimizing the content and scope of education, enriching the learning process with modern pedagogical technologies and information and

communication technologies, embodying the content of education in the minds and thinking of young people through life images.

THE MAIN FINDINGS AND RESULTS

That is, the organization of integrated lessons in primary education is a feature of the lesson, in which two or three and sometimes more teachers can participate. Is such an integrated education easy or difficult? Much depends on the teachers. However, it is important to remember that the lesson is an important part of the job. It is through the course that the key issues are addressed in an integrated course, and the outcome can be successful or unsuccessful. However, the concept of integrated learning remains controversial. What are the hallmarks of an integrated lesson?

1. The integrated course itself is a new complex unit, in a completely different form, and focused on solving problems clearly and effectively.
2. They are planned on the basis of two or three disciplines. Therefore, several teachers or several teaching materials are combined mechanically.
3. Skills and competencies will be developed in ways to stimulate interest in learning.

The purpose of the integrated lesson is to develop students' creative interests, aspirations and creative thinking. Integrated lessons take many forms, depending on the tasks assigned to teachers and students.

In peer review classes, couples and couples work together. This requires students to be well-prepared. All activities require an objective and accurate assessment.

The creative research class focuses on students solving independent problems. These processes increase students' cognitive, conscious learning, and effectiveness. The main feature of an integrated lesson is that such a lesson is based on one subject, it is the main focus, the rest are integrated with it, and it is used to understand the meaning of science in the study of its relationships and processes, to apply the acquired knowledge in practice.

Integrated learning outcomes are reflected in the development of teachers' creative disciplines. Interdisciplinary integration is not about showing how many subjects are related to each other, but about giving students an idea of the integrity of the world around us through integrated learning. Scientists say that integration accelerates the formation of the learner's worldview

Another important quality of a future primary school teacher is that he / she organizes educational activities on the basis of the principles of interdependence of primary and secondary education subjects and the principles of interdependence of primary education subjects. There are many problems in the work of primary school teachers in urban and district schools today, including shortcomings in the use of non-traditional teaching methods in the teaching of private subjects in primary education; inaccuracies in the assessment of students' knowledge; inability to feel the psychological state of students and, as a result, not be able to motivate them to the learning process; inability to ensure interdisciplinary communication in the learning process; there are cases of non-compliance with didactic principles due to a lack of understanding of their essence. Without a positive solution to these problems, it is impossible to talk about the quality and effectiveness of education in the primary grades.

The experience of pedagogical activity is absorbed through the teaching, upbringing and development of each learner through the acquisition of scientifically based, specially selected and somewhat structured knowledge, skills and competencies. This experience is passed on by educators and the structure of learners is shaped by the interconnected learning process. The educational process in the educational institution is methodologically based and each component of the process is enriched with pedagogical principles. Each component of the educational process: goals, content, organizational forms and methods, teaching aids, behind the design of pedagogical principles, there are many pedagogical and psychological paradigms, concepts, approaches and theories.

From the above, it is clear that the pedagogical experience of a teacher has a complex structure and, no less, a complex content, and is mainly creative in nature. Not all educators can instill this experience in the learner, and not every learner can apply it. Therefore, the educational institution has special requirements for the professional and personal qualities of the teacher and the student, teaching and learning activities; they are reflected in the job responsibilities of the faculty and in the responsibilities of the students. For example, the educator must be a component of his professional and pedagogical activity, have knowledge of science, skills and abilities, a high level of duty and responsibility, creative potential, creativity, communication skills. The teacher's constant search, increasing knowledge and experience, deep understanding of students, understanding of their inner world, monitoring of growth and development, and the success of the educational process are all factors.

The deeper and more comprehensive the preparation of future teachers for practice, the more they must choose the right direction of pedagogical integration. At the same time, the integration of methodological, technological and personal pedagogical knowledge will be much easier, faster and more productive for the purpose. The following components are activated by: firstly, the acquisition of theoretical knowledge and experience of methodological reflection, secondly, pedagogical knowledge at the methodological and technological level, thirdly, the task of personal development of the teacher, the formation of identity enters.

Talented youth is the foundation of the future. Selecting them, targeting their activities and thinking is one of the main directions of our education policy today. Coordinating the activities of talented young people with promising research plans requires a great deal of responsibility and research from the educator.

It can be easily used in solving the problems of optimizing the educational process and in shaping the updated educational content to improve the training of future professionals, and it will undoubtedly provide creative pedagogical results.

It is determined by the fact that educators and learners have an integrative character and a humanitarian component on the one hand and a technocratic component on the other. At the same time, each of these components affects the other, changing the process of formation of learners in all its aspects.

An integrated approach based on intelligent teaching aids and systems will provide a solid didactic basis for training future teachers and, on this basis, for mastering effective innovative methods and technologies, as well as their implementation in practice.

So, integration means creativity, ingenuity, memory consolidation, research, imagination. Imagination creates a creative spirit, and creativity stimulates the development of thinking. That is why it is important to know the relationship between the disciplines, to be guided by these laws in the educational process.

CONCLUSION

In conclusion, the process of integrative education requires every future teacher and educator to have great intelligence, patience, high love for students and their profession. The success of the teaching and learning process is due to the fact that the teacher is always inquisitive, constantly increasing his knowledge and experience, and is able to help with words, deeds or practical actions when needed. The results of this research can be easily used to address the issues of optimizing the educational process and the formation of an updated educational content to improve the training of future professionals, and undoubtedly provide creative pedagogical results.

In this regard, an integrated approach based on intelligent teaching aids and systems will be a solid didactic basis for training future teachers and, on this basis, the development of effective innovative methods and technologies, and their implementation in practice to increase the effectiveness of education.

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