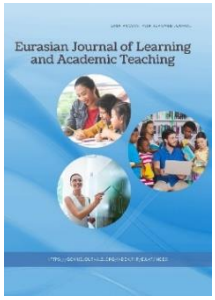

Modern Tendencies of Ensuring International Integration of Sciences in Primary Schools

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ABSTRACT

The article summarizes the findings on the basis of scientific data and research on ensuring interdisciplinary integration in the field of education, in particular at the primary level of general secondary education.

Keywords: Integration, elementary sciences, education system, school, quality, innovation, pedagogical technology.

The main idea of the people of Uzbekistan on the path of national development is to build a free and prosperous homeland, a free and prosperous life. Thanks to the independence of Uzbekistan, faith in the Motherland, the culture of national relations have been leading in all the aspirations, practical activities and bright future of our people.

Without enjoying the achievements of modern science and technology, in general, science, and creating conditions for young people to become highly qualified, we can not radically change the national economy, industrial production. one thing we must never forget: to create conditions for talented young people

In the process of defining the essence of integration, we have identified its philosophical, pedagogical-psychological and methodological bases. It is known that the process of teaching and upbringing are inextricably linked, but in the formation of the human personality, upbringing is of paramount importance. Because education involves the whole set of educational processes. In the upbringing of the modern intellectual man covers all aspects of integrative education (mental, moral, economic, labor, aesthetic, hygienic, legal, physical education) and ensures their interdependence.

In the process of integrative education, the student develops a comprehensive knowledge of the integrity of the universe, the universe, the laws of nature, the relationship between nature, society and people. You will be able to feel the beauty of nature, enjoy it, respect it.

In the context of globalization of education, it is necessary to use interdisciplinary integration more widely. Educational institutions based on the principle of interdisciplinary membership should be applied to the educational process.

The principle of interdisciplinary coherence ensures the full mastery of complex aspects of interdisciplinary interdisciplinary relations and the penetration of knowledge into the internal essence, as a result of which the various systems are interconnected, integrative

integrity.

The implementation of interdisciplinary links in the learning process has a strong impact on the quality of education:

modernization of education, expansion of opportunities for innovative teaching;[1]

By providing interdisciplinary connections, a teacher who is able to organize a lesson not only increases students' interest in their subject, but also helps them to master the subject. As a result of the systematic implementation of interdisciplinary links, the relevance of the educational process will increase significantly.

One of the main tasks of the school is to form in students the ability to see the world as a whole, interconnected unit, to see and understand its global problems and solutions to these problems.

The context of the scientist, the problem of man and his attitude to the world: man and nature, man and society, man and man, man and technology, nature-man-technique-environment is becoming increasingly central.

Natural sciences cannot be studied once in a class. It should be studied on a continuous and integrated basis in the kindergarten, school, system.

The content of science education should reflect the coherence and integration of knowledge in different disciplines that study the problems surrounding the relationship between man and nature, which leads to qualitatively new changes in knowledge of natural sciences. This knowledge manifests itself as a unique synthesis, a set of knowledge of the natural sciences and humanities. Their description as a systematic and probabilistic method of thinking is one of the distinguishing features of natural knowledge.

Integration, organized on the basis of membership, can effectively determine the role of the natural sciences in scientific knowledge of the biosphere, the study of human activities, finding solutions to global problems in the struggle for peace. Ultimately, this leads to a coherent change (in favor of the latter) of the relationship between special knowledge and general-cultural knowledge in all school subjects.

Thus, integration, organized on the basis of membership, manifests itself as a key mechanism for the humanization of the content of science education. Our research has shown that the study of natural sciences in the system of "nature - science - technology - society - man" is the only methodological basis for the humanization of the content of science education.[2]

In the development of a new didactic system, the first goal is a holistic understanding of the world, systematic thinking and axiological assessment of the system "nature - man". In such an approach, the scientific principle in teaching acquires a completely new quality.

Scientific criteria take into account the undoubted superiority of thinking over modern science over knowledge.

The main ideas are:

1. The idea that nature is one, whole and structured.

2. Living things, including man, are a product of nature.

3. The idea of the interdependence of nature and man.

4. The idea that man can harmonize the "nature - man" system only by understanding the role of man in the universe and the scientifically based use of nature.[3]

Focusing on a separate subject, the integrative course and the main objectives of its organization: Course objectives:

- to develop in students the beginnings of systematic thinking in the context of the current natural-scientific landscape of the world;

[1]Azizkhodjaeva NN Pedagogical technology and pedagogical skills (Textbook). T .: Publishing House of the Literary Fund of the Writers' Union of Uzbekistan, 2006. - 160 b. Pages 64-67.

[2]Goziev E. "The impact of independent thinking on development." Ma'rifat newspaper. 2009. Page 14

[3]Adizov BR Theoretical bases of creative organization of primary education. Author's abstract for the degree of Doctor of Pedagogical Sciences. T .: 2003.

- formation of students' knowledge of natural objects and phenomena, the laws of the processes that take place in them, the laws of nature in the system of education of natural unity;
- to develop students' ability to observe phenology as a specific method of cognition in natural sciences; development of experimental skills and abilities in laboratory work; conducting small research.
- to create a strong system of trust in the system of relations "nature - technology - man" as a basis for environmental education and an important link in understanding the nature of global problems of our time;
- to develop students' free and independent thinking and the ability to correctly identify problems, draw conclusions and find solutions to them; develop skills of abstract thinking and generalization of knowledge (analysis, synthesis, comparison, finding analogies, determining the relationship of cause and effect);
- developing students' aesthetic perception of nature - as a means of their spiritual development and one of the ways to understand the world;
- to form humane, spiritual emblems in students as a basis for ecological thinking and a valuable attitude towards nature.

Based on many years of experience and analysis of existing research, it can be noted that starting with a basic knowledge of natural sciences in grades 3-4 gives good results.

The integrative course "Natural Science" is aimed at developing in students a way of thinking (systematic thinking) in accordance with the current natural-scientific view of the world, which allows them to understand the current problems of the modern world that need to be solved in a humane way. The course is based on the concept of humanization of the content of science education, which justifies the integration of knowledge on a single methodological basis: the study of natural objects in the system "nature - science - technology - society - man"[4].

In the context of globalization of education, it is necessary to use interdisciplinary integration more widely. Educational institutions based on the principle of interdisciplinary membership should be applied to the educational process.

The principle of interdisciplinary coherence ensures the full mastery of complex aspects of interdisciplinary interdisciplinary relations and the penetration of knowledge into the internal essence, as a result of which the various systems are interconnected, integrative integrity.

The implementation of interdisciplinary links in the learning process has a strong impact on the quality of education:

Modernization of education will expand the opportunities for innovative teaching;

Taking into account the research and scientific research on this topic, the following scientific conclusions were reached:

1. One of the main components of primary school lessons is the educational activity, which should be organized on the basis of interactive methods to achieve the formation of knowledge, skills and abilities of primary school students through the formation of their worldviews.

2. It is advisable to organize special events aimed at informing teachers about the essence of pedagogical technologies in the organization of lessons in primary school.

4. One of the urgent problems is to organize the educational process in primary school on the basis of interactive methods, and to achieve this goal it is necessary to increase the effectiveness of educational work.

5. The successful implementation of the organization of the educational process in primary school on the basis of interactive methods should be based on providing teachers with theoretical and practical knowledge on the

[4]Shodmonova Sh.S., Mirsagatova NS, Ibragimova GN, Mirsolieva MT Pedagogical technologies (methodical manual). –T .: —Science and technology‖, 2011 140 b. Pages 24-33.

organization of the educational process on the basis of interactive methods.

6. In the organization of primary school lessons, it is advisable to organize lessons based on the ability to design the process of educational work between teacher and student, as well as interactive methods to build creative abilities.

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