



Creative Activity of Students Through Interdisciplinary Integration in Primary Education

Achilov Ogabek Narzullaevich

Kashkadarya Regional National Center for Teacher Training in New Methods
Senior Lecturer at the Department of Pedagogy, Psychology and Educational Management

ABSTRACT

In the article are disclosed some conditions of integrated lessons arrangement in primary education. As well there are expressed apparent characteristics of property 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:

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It is the era of globalization that poses serious threats to the future of all humanity, as evidenced by everyday life, as well as the flow of information of the younger generation, the obstacles that arise when choosing the right path without getting lost in the thick of things. a whirlpool of ideologies of different natures and insufficiently understood from the outside. Among the philosophical issues of sciences dealing with problems related to the development and prospects of society, the philosophy of education considers issues of socio-humanitarian, natural-scientific development of the individual, approaching the study of the intellectual level of a person. in the process of education.

Even if we consider it logically, the word education means providing a person with knowledge based on teaching and explanation; This is to teach him the theoretical qualities of education, norms of behavior and practical skills necessary to master a certain profession. I.G. Pestalotsi used a large amount of didactic material to explain the relationship between educational subjects of different directions. At the same time, he followed the following principles: awareness of the individual's own

value; raising a child based on the abilities and opportunities given by nature; demonstration aimed at the comprehensive education of the child1. He also made the case for the particular inadequacy of one science to another.

Well-known Western teachers, such as Ya. A. Komensky, K. D. Ushinsky, at one time sharply criticized dialogue methods, which at a certain period occupied a priority place in the education system, and denied the absoluteness of these methods. By their views and experiences they tried to prove the need to supplement these methods with practical and demonstrative methods.

In accordance with the reforms carried out in our country, the problems of harmonizing relations between society and the environment, the formation and formation of a creative attitude towards the environment are becoming of great importance in the educational process. Today, traditional learning is being replaced by student-centered approaches. In this context, it should be noted that the end of the 20th century put an end to technocratic development and prepared the way for the emergence of a humanitarian culture. Replacing the logic of power and fear with the philosophy of consciousness and love is a unique strategy of

the 21st century. Therefore, reforms carried out in the field of education should serve society in accordance with this logic. In this place, the importance of a non-traditional form of education – integration – increases even more. After all, depending on the level of integration and the methodology of its application, it will be possible to determine the prospects of the technology being introduced. After all, integration is the main factor in the transition to a new qualitative state as a result of the absorption of various characteristic contents, which can be quite expressed. Integration is understood as the integration of a large volume of educational material of a diverse nature, characterized by deep, non-traditional learning¹. Currently, technologies aimed at developing a child's personality are being introduced in our country, which are becoming increasingly popular, due to which the development of a person's ability to learn and a wary attitude towards the world around him is not an independent task. - a formed process, but rather a comprehensive development of the individual in the learning process: it is necessary to organize training sessions in accordance with the content and content of the lesson, assuming the correct and conscious use of pedagogical technologies.

At the same time, the teacher focuses on the goal of expanding the student's worldview. This is a more integrative type of classes, and when organizing them, the teacher needs to master a number of aspects characteristic of interdisciplinary integration. It should be noted that integration is the merging of some parts or elements into a single whole. The concept of integration was explained by Spencer back in the 18th century.

Before embarking on integrative education, it is necessary to create a certain idea of its classification - the division of integrative education into classes (classifications). Doctor of Pedagogical Sciences, Professor R.A. Mavlanova, this classification is expressed as follows: - courses based on cross-border topics; - courses in basic subjects; - courses based on general scientific concepts, laws, theories; - courses based on problems related to the development of science, methods of studying

nature from a scientific point of view, the scientific view of the Universe; - based on complex objects; - based on various tasks; - by type of activity³. Thus, the primary education integration that is the focus of this study includes academic subjects such as reading, mathematics, science, art, work, and English.

A teacher who organizes his lesson comprehensively chooses means and methods in accordance with the age, level of intellectual development and, of course, the interests of the younger student. The topic of an integrated lesson project can be related to any curriculum issue, in which the goal is to deepen knowledge and differentiate the learning process, which determines the level of proficiency in this topic among gifted students and students in the class. All in all. Integrative classes differ from regular classes: - accuracy, conciseness, richness of educational material; - comprehensive logical conditionality of educational subjects integrated at each stage of the lesson; - is distinguished by the presence of a wide range of information in the provided educational material.

In an integrated lesson, it is necessary to determine the goal, taking into account the connection of several subjects. In such an exercise, it is necessary to calculate the optimal number of tasks given to the student. It is necessary to coordinate the activities and behavior of teachers of several academic subjects conducting training. These trainings must be completed as an end result. One of the integrated subjects should be accepted as the main one. As an example, let us consider the process of integration in the content of labor lessons conducted in primary school. When the teacher plans his activities in the following sequence to carry out the activity on the topic "Making a paper basket", he is considered to have designed a lesson that meets the requirements of the learning content.

This training can be combined with science, mathematics, etiquette and English. It is advisable to use construction and technical games when organizing elementary school labor lessons in a complex interactive form; with the help of such games, the creativity of the teacher and student is increased. At the same

time, instead of focusing on technical devices, a set of structural parts, construction sets, some types of labor game weapons, mechanical, magnetic, electrical, electronic and other devices, place is given to audiovisual and multimedia tools and technical items for creativity. from students.

Although such games are designed for children of this age, they can be used in independent story games, educational games that improve students' research skills. Designed for games that help primary school students do real work: children's sewing, knitting and textile machines, children's agricultural and household equipment, sets of artistic, decorative and printing works can turn labor lessons into a fun and beloved process in the truest sense. Also during the lesson, it is appropriate to show electronic presentations about the process of completing a specific task, various video clips that provide a comprehensive view of the lesson: science, mathematics, native language and manners, physical education. For example, in the art of making various figures and toys from paper, such means as a fairy tale about an animal being formed, showing episodes of cartoons on the screen, expressive reading by students of poems and proverbs related to the topic speed up and intensify the process. In addition, educational games are held, such as "Who Am I?", aimed at understanding living beings, "Relay Race", which teaches sewing, gluing, making, knitting in a short period of time, and "Hop", which teaches colors and shapes. will also ensure the success of the lesson at the required level.

Thus, the effectiveness of integrated education is largely related to the correct, pedagogically sound choice of the form of education, which requires an in-depth analysis of all three types: educational, educational, developmental goals. Interdisciplinary integration can also only be realized in a teaching team where there is a healthy environment, mutual respect and creative cooperation. Successful aspects of an integrated lesson include:

1. With this type of learning, the child begins to imagine the universe as a single whole.
2. The child's potential develops, he begins to study his surroundings with great interest,

events begin to encourage him to search in his mind for a logical, intellectual, reasonable solution. As a result, communication skills, comparison-comparison, generalization and inference skills will develop.

3. The form of training is interesting because it is non-standard - in such classes the developmental goal is ensured at a particularly high level.
4. Is one of the main factors in increasing the creativity and professional competence of a teacher.

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