



## MUTUAL INTEGRATION OF SUBJECTS IN PRIMARY EDUCATION

**Ixtiyorbek Norov**

*Head of the Department of  
Uzbek Language Department  
of Nukus State Pedagogical  
Institute*

The content of fundamental reforms in the field of education in the Republic of Uzbekistan is enriched today with a new approach to the design of the educational process. A modern approach to education guarantees the results of effective management of the educational process with the help of specific tools and successful achievement of the educational goals. A modern approach to improving the quality of education in primary classes is a system that is programmed in accordance with time allocation, is scientifically based, and the tasks of all stages and parts of the pedagogical process are clearly defined [1]. One such modern approach is integration in education. Integration - as an educational goal, it is not to give knowledge that shows the connection of separate parts of the world system, but to teach the child in the first steps to imagine a whole world in which all its elements are interconnected. Primary school should realize this goal [2]. What is the essence of integration of education? The concept of "integration" related to education has two meanings:

- to create a good idea of the world around the student (here integration is seen as an educational goal).

- to find a common platform for convergence of subject knowledge (here integration is an educational tool). Integration is a means of accepting new ideas at the boundaries of subject knowledge. First of all, it is necessary to fill in the unknown places among the differentiated knowledge, to establish connections between them. It is aimed at increasing the knowledge of the learner, renewing the narrow specialization in education. At the same time, integration education should not take the place of classical subjects, it should only combine the acquired knowledge into a single system. The difficult part of the problem is the dynamic development of integration from the beginning to the end of education. If at the beginning it was necessary to "know a little about everything", then it is necessary to combine scattered knowledge and skills, and by the end it is necessary to "know everything about a little thing", or This is a new level of integration specialization. Integrative lesson is one of the more well-developed forms. The main descriptive features of an integrative lesson are as follows:

- synthesis of studied material, theoretical and production education;
- mutual synthesis of general education subjects;



• synthesis of two or more pedagogic activities, etc.; The following pedagogical possibilities have been identified:

- formation of knowledge together with the skills of their practical application;
- communicative skills;

• increase of interest in studying, loss of fear, self-doubt. Experts distinguish the following positive results of taking an integrative lesson:

1. It is ensured that students have a deep and solid mastery of the studied material.

2. Favorable conditions will be created for attracting students to various forms and forms of activity, for optimally combining frontal, group and individual forms of activity organization.

3. Wide opportunities are created for the pedagogue and students to create together, cooperation, mutual assistance, humanization of education is manifested in the educational process.

4. The pedagogue uses various forms of organizing and integrating education, within the framework of the school day, to forms that ensure and support the activity of students in the educational process (for example, lessons in groups (lecture-independent work) will be able to integrate.

5. Forced teaching of students will disappear.

6. Conditions for real differentiation of education, taking into account the age, mental and physical characteristics of students

7. The kaleidoscope-like nature of the school day disappears, and as a result, the amount of preparation for classes for students and teachers is reduced. In general, any problem situation is integrative. This is explained by the integrative nature of the problem situation. Any situation is a product of contradictions that require its own solution, which cannot be realized without the necessary minimum of kinetic activity. Therefore, the basis of integrative situations is mainly the conditions specific to problem situations. These conditions are:

1. Students face the need to apply previously acquired knowledge in new conditions;

2. Contradictions in the implementation of the chosen method First of all, it is necessary to determine which lessons are suitable for integration. The basis of such lessons is the proximity and logical connections of the main topics of various subjects. An integrated lesson from the beginning is learning outside the classroom. Here's the whole process:

1. reading a book is improving the skills acquired in reading classes;
2. work on the text;
3. choosing the circle of interlocutors.



In the lesson of integrated mathematics - elements of arithmetic, algebra and geometry, which allow mastering arithmetical material, as well as preparation for teaching the basics of algebra and geometry, labor education. In addition to the above courses, which are integrated from the beginning, the following subjects can be taken: study - Russian language, study - natural science, study - visual arts. reading - music, science - mathematics, science - labor education, mathematics - labor education, mathematics - physical education. As a conclusion, it should be noted that integration in the didactic system on an interdisciplinary basis provides for the matching of the actions of the teacher (teaching) and the student (learning).

### Reference:

1. Ergashev, N., & G'aniyeva, G. (2023). RESEARCH HYDRAULIC RESISTANCE OF WET CLEANING DEVICE OF DUST GASES. *Scientific progress*, 4(1), 358-368.
2. Abdugaffarovna, O. K., & Kurbanovna, N. T. (2022). FEATURES AND TRENDS IN THE DEVELOPMENT OF DIALOGICAL GENRES IN JOURNALISM (IN THE EXAMPLE OF TV INTERVIEWS). *Galaxy International Interdisciplinary Research Journal*, 10(1), 142-151.
3. Тошпулатова, Н. К. (2022). ВОПРОСЫ СОВЕРШЕНСТВОВАНИЯ ПРАВОВЫХ И ЭТИЧЕСКИХ ОСНОВ ЖУРНАЛИСТСКОГО РАССЛЕДОВАНИЯ. In *Актуальные проблемы медиапространства: от теоретических аспектов до практической реализации* (pp. 371-379).
4. Ташпулатова, Н. К. (2021). УЗБЕКСКАЯ ПУБЛИЦИСТИКА В УСЛОВИЯХ ПАНДЕМИИ 2020 ГОДА. In *Media Landscape of Russia and the World: Past, Present, Future* (pp. 592-598).
5. Jubatkhonova, S. S. (2023). RELATIONSHIP OF LANGUAGE AND CULTURE IN LINGUOCULTUROLOGY. *Miasto Przyszłości*, 35, 238-243.
6. Saklapbergenovna, P. G., & Mambetova, G. J. (2021). Morphological structure of ornonyms in the karakalpak language. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(11), 216-219.
7. Taubaevich, K. Z., & Abdigaziyevna, T. T. (2022). The Role Of William Shakespeare's Work In The Development Of European Literature. *Journal of Positive School Psychology*, 6(8), 299-304.
8. Mustafayev, S., & Kadyrov, K. A. (2022). The Educational Potential of Art and Its Realization in the Context of Globalization. *International Journal on Integrated Education*, 5(6), 218-222.
9. Bakhramovich, R. O., & Shokhjahan, M. (2022). Continuous Spiritual Education Is A Strong Foundation For The Establishment Of A Developed Generation. *Journal of Pedagogical Inventions and Practices*, 4, 118-123.