



Methodology Of Learning By Integrating Elementary Reading Lessons Into Science Lesson Materials

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| <p>CC License CC-BY-NC-SA 4.0</p> | <p style="text-align: center;">Abstract</p> <p>We gave theoretical and practical recommendations about the general aspects of reading and natural sciences in primary grades and the integrated approach to determining their scientific relevance. If integrated lessons are regularly used, it is possible to ensure the growth of students' achievement level, increase their activity, because its use helps students to see the world as a whole, to teach effectively, to develop a creative approach to educational material, ``helps to save the time of teachers and students and enrich their social experience.</p> <p>Key words: <i>method, methodology, integration, integrated lesson, innovation, regulatory document, methodology, knowledge, skill, qualification</i></p> |
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Reading classes of primary classes have a special place in the educational system according to their essence, goals and tasks. After all, the foundations of literacy and moral-educational education are based on it. Therefore, the education of other subjects cannot be imagined without the education of reading. The student is faced with the ability to read the text correctly, quickly, understand it, and master its content for the first time in the reading classes. Through reading classes, the way is opened for students to acquire the educational skills and knowledge that are expected to be mastered according to the requirements of the State Education Standard (DTS). It is in reading education that a person's desire to understand himself, and secondly, the world, is stimulated. For this purpose, the "Reading book" textbooks include various topics such as mother nature, the world around us, the history and present image of our country, the lives of adults and children, hard work, independence and national-spiritual values, friendship between peoples and peace. artistic, moral-educational, scientific-popular works designed to provide comprehensive understanding of if reading is organized in the style of storytelling based on pictures, after mastering the reading technique, reading is conducted on selected artistic, scientific and popular texts on certain topics.

Specific topics included in the "Reading Book" textbooks of the elementary school class are determined by bringing students into the magical world of fiction, focusing on the correct formation of their worldviews based on the ideology of national independence. Accordingly, the leading feature of reading classes In addition to ensuring the literacy of our students, it is focused on educating students in the spirit of high moral values based on the national ideology. It is combined within general topics such as folklore, love of work, major holiday dates, national independence and spirituality. Among them, the themes of independence, motherland, spirituality and nature stand out.

In general, all topics in the "Reading Book" textbooks are aimed at providing education to students, enriching their vocabulary, correct formation of oral and written speech, and developing speech culture. In the current "Reading Book" textbooks, it is taken into account that the materials expand from class to class both in terms of subject and content. For example, topics such as "Our ancestors are our pride", "Science - a lamp of the mind", "Emerald spring", "Silver winter" taught in the 1st grade were continued in the 2nd-4th grades. fills and enriches. In contrast to other stages of continuous education, the formation of students' reading skills, working on the text of the work is the didactic goal of education in the reading classes of primary grades. It is on texts of various topics through work, it is closely connected with spiritual-ethical, literary-aesthetic education. Particular attention is paid to the variety of genres, poetic perfection of the texts selected for each topic in the textbooks, and their compatibility with the educational level and age characteristics of the students. It is one of the important tasks of teachers to make students understand that the knowledge, skills, and abilities acquired with the help of textbooks will be necessary in the future life.

The poems, stories, proverbs, articles, legends, riddles mainly studied in elementary school reading classes. Naturally, each of them is created in its own form, style and content. That is why it is necessary to study the works of each genre in a unique way. One method close to interpretive reading of a work of art is creative reading. The famous Methodist scientist N.I. Kudryashov includes the following methods of creative reading:

- a) a word that implies the purpose of teachers' interpretation of literary text and ensuring students' correct and as deep as possible emotional perception of the work;
- b) organizing a conversation with the aim of deepening the direct impressions of the reader from the read work and directing their attention to the important ideological and artistic features of the text or an artistic, moral, socio-political problem arising from the read work to be placed;
- d) the teacher's words after the reading of the work with the goal of activating the artistic experiences of the students born in the process of research.

Three types of study are used in primary education:

1. Read aloud. 2. Reading inside. 3. Whisper reading.

Reading aloud is sound-based reading, which is widely used in the educational process. There are methods of reading aloud: solo, accompanied, and in roles. Memorization is also a form of reading aloud. Reading inside is also based on sound, but it is read without sound. Whispering is reading in a low voice. A skilled reader must know all three types of reading. Reading aloud, reading silently, and whispering have their uses, advantages, and disadvantages. For example, 2nd graders read few words while reading, they do not understand the meaning of the words, they cannot fully absorb the content of what they read. Psychological research shows that students who are just learning to read also pay attention to the sense of hearing in order to understand the text being read.

Internal reading should be directed to a purpose, that is, it should be taught internally on the basis of various tasks as follows: - Read the poem internally and prepare for expressive reading. - Read inwardly, find words that are unclear and write them in your dictionary. Try to explain their meaning using a dictionary. - Read the story to yourself and divide it into parts. — Read inwardly and prepare to read aloud correctly. - Read it in yourself. Find a place that describes a view of nature. Assignments like these get more complicated from grade to grade. In this case, it is necessary to check how much the students have understood the work.

Studying inside has the following advantages:

1. The whole class reads at the same time.
2. Students improve their skills of independent work on the text of the work.
3. The teacher determines the mastery level of each student during independent work.
4. The demand and attention to conscious reading increases when studying internally. In internal reading, the teacher cannot identify the deficiencies in the students' reading. This limits its use.

Whispered (semi-voiced) reading is carried out in the organizational parts of the lesson, when the teacher is busy with the class magazine or during the stages of preparation for the lesson with the students. These three types of schooling alternate. In the 1st and 2nd grades, it is changed from reading aloud and whispering (whispering) to internal reading, and in the 3rd and 4th grades, it is changed from internal reading to aloud reading. There is no limit on the use of study types in 3rd and 4th grades. In primary grades, the same

requirement is imposed on all types of reading, that is, it is necessary to read correctly, quickly, consciously and expressively.

In the above chapters, special attention has been paid to the teaching methods of reading and natural sciences in primary grades, and it is intended to enrich the knowledge of students as a result of the improvement of the quality of education due to the specific aspects of teaching and its effective use is caught. By implementing and integrating interdisciplinary communication in the teaching of reading and science classes in elementary grades, the elementary school student perceives the world around him as a whole. For him, it is not the name of science, mother tongue, music and other academic subjects, but the variety of sounds, colors, and sizes of objects in the world around him that are interesting. Every talented teacher can sense and know that it is necessary to teach such children to see the connection between all things in nature and reading.

The main goal of interdisciplinary communication in the teaching of reading and science classes is to form a good idea of nature and society in elementary school and to form one's attitude to the natural world and the laws of their development. That is why it is important for a primary school student to be able to see and imagine objects or events from several angles. An integrated approach to education serves as a methodical basis for the implementation of interdisciplinarity in the teaching of reading and science classes, assimilation of topics and understanding of the laws of things in the universe. This can be achieved by returning many times to the concepts of various lessons, deepening and enriching them, identifying important signs that are understandable to this age. That is, any lesson that has a well-formed structure and procedure, and includes a group of concepts related to this study and natural science subject, can be used as a basis for integration. For example, concepts such as "winter", "cold", "storm" are considered in reading and science lessons. During the analysis of concepts, the lesson will be creative and free, but it will also have a unique, logical sequence.

Therefore, in order to implement interdisciplinary communication in the teaching of reading and science classes, it is necessary to develop and test an integrated system of lessons with a psychological and methodological basis. Implementation of interdisciplinarity in the teaching of reading and science classes, at the same time interdisciplinarity should be taught at the level of the curriculum and provided with the necessary teaching tools.

To summarise, the factors contributing to active mental activity in the implementation of interdisciplinarity in the teaching of reading and science classes are the favorable combination of subjects for integration, the matching of teacher and student actions, taking into account the young capabilities of children. consists of choosing content, method, and methods. The goal of interdisciplinary communication in the teaching of reading and science classes is not to provide 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 fulfill this goal.

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