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MODERN TRENDS AND METHODS OF INTEGRATED CLASSES IN ELEMENTARY GRADES

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Annotation. This article reflects on the modern trends and methods of integrated classes in the elementary grades. Also, the theories of many scientists were used in the coverage of the topic.

Keywords: educational science, communication, teaching, integration, science, principle, didactic.

Introduction

The content of general education is aimed at the comprehensive spiritual development of students, the development of various forms of thinking in them. The study of each educational subject allows you to create a mental focus that activates the child's process of understanding the material, its recall, affectivity, develops thinking, speech and imagination. Especially in the process of cognition, it is very important to develop types of thinking that are inextricably linked with each other.

Drawing up the content of the subject of study pedagogical practice takes into account the logic of the development of the main category, concepts of this discipline. At the same time, teachers and psychologists take into account the age characteristics of the assimilation of material by students. The content of general secondary education in the field of art includes works that form the unity of the ideological side and the pure artistic form. Artistically empty, ideologically unrealistic works cannot affect the psyche of children, develop imagination and thinking, form an idea of beauty and misfortune. When working with children, it is important to take into account the true artistry of works of art, to implement the principles of unity of form and content, spirituality and truthfulness.

Literature analysis and methodology

In his research, O.Q. Tolipov analyzed the essence, laws and specific features of the educational process, and based on existing theoretical and practical ideas, pedagogical knowledge, determined the components of the educational technology. In his opinion, even if the student leads the educational process, he cannot occupy the main position as a pupil in the educational process. Because his character and outlook are not sufficiently formed, he needs the help of a teacher. In fact, the role of educational subjects in the socio-humanitarian category is incomparable in educating elementary school students to become well-rounded people, forming their worldview, and instilling positive qualities in them. Every subject that is studied within the framework of these academic subjects and is of educational importance cannot be instilled in the minds of students without mathematical concepts. With the help of concepts from mathematics, the events become fixed in the minds of students.

Discussion

General secondary education creates the basis of knowledge that allows children to master the desired subject in the future. The subject of study has a solid foundation of Sciences, leads to the understanding of modern scientific data, leads to the development of the ability to think. For a general high school, it is necessary not only what is currently opened, but also what first forms the foundation, the theoretical place of science. Educational activities aimed at ensuring inter-disciplinary engagement are somewhat complex for students. In this, importance is attached to such as initial homework in other academic disciplines, repetition moments in the lesson based on the materials of one textbook, the use of schematic exhibitionism. Achieving the assimilation of educational materials on the basis of ensuring inter-academic affiliation makes it possible to ensure inter-academic affiliation in a purposeful way.

General requirements are also made for homework based on ensuring inter-academic engagement. Such independent, individual activities should have such directions as science and comprehensiveness, ensure the viability of the content of Education, connection with practice, accelerate the cognitive activities of students. On the basis of inter-academic involvement, advanced pedagogical technologies, solving problem issues, independent work with a book, exhibitionism should be widely used in various forms of teaching. A special approach is required to the content of the educational material, which is revealed on the basis of inter-disciplinary communication, and the methodology for its presentation to students. In the course of the lesson, which is organized on the basis of interoperability, teachers should pay attention to the following:

- an integrated approach to each lesson, organized on the basis of interdisciplinary communication. In this, achieving such goals of education as teaching, development, upbringing;
- achieving the teaching of event, knowledge and concepts to students based on a mixed science program;
- the use of educational and methodological complexes aimed at ensuring interdisciplinarity in the lesson to assimilate a new topic with the help of embodied tasks and to structure the skills of students to make the most of the knowledge acquired on the basis of interdisciplinary communication;
- to achieve the productivity of classes, develop knowledge, skills and abilities, and to structure the motives and personal qualities of the student's knowledge, based on the embodied provision of inter-academic involvement.

The knowledge gained from primary school subjects, while ensuring inter-academic involvement, is effectively developed in the following cases:

– if it is realized that the teacher is preparing for the lesson, has mastered the training programs in mixed disciplines well, and the interaction of educational topics;
– if this activity can be manifested as a component of the teacher's personal plan;
– if the general drawing of the correlation of topics of individual academic disciplines by groups and the network graph are correctly prepared by the teacher…

The problems of interdisciplinary communication of an ideological, political, socio - economic, spiritual-moral, aesthetic, environmental, ideological-artistic nature are of great educational importance in the content of elementary school academic subjects. Due to the fact that educational science and educational activities consist of a common unit as an object of the system of the teaching process, educational disciplines are defined as the didactic basis for determining Inter-contact. The academic sciences and the structural structure of the student's educational activities and its parts serve as a source of inter-academic involvement in the educational process. On the

basis of the content of academic disciplines and a comparison of the main types of knowledge in the activities of students, their similarities are determined. Therefore, Inter-academic communication in the educational process can be provided in the following areas:

- enrichment of the system of knowledge and concepts by relying on scientific evidence of a mixed type, theoretical rules, laws, ideas necessary for the formation of a scientific worldview in students.
- the acquisition of knowledge, skills, qualifications and, above all, the ideological connection between academic disciplines, common to mixed educational disciplines, as well as the formation of elementary learning skills based on complex methods..
- the formation of an attitude towards the correct application of acquired knowledge, skills, qualifications on the basis of generalized educational materials, in which the awareness of interspecific affiliation and excellent knowledge of educational subjects are of particular importance.
- development of labor skills in the application of the basics of Science in practice, embodied in practice.

Great importance is attached to the use of integrated education in the educational process. The structure of integrated lessons requires the accuracy and consistency of the materials under study, thorough study and mutual logical connections at all stages of study. This can be achieved by the fact that the educational material in the program is compact and aggregated, in addition to it, by introducing some modern methods of organizing the study of educational material. For example: all subjects of the course “the universe around us” in Grade 1 and 2 are closely related. Classes “Natural Science” in Grades 3 and 4 continue the course “the world around us”. Its program included monitoring seasonal changes in nature and human labor. The study of the surrounding world by students continues in the lessons of reading, speech reading, mathematics, Labor Education. Therefore, the course” the world around us " inter-subject relations allows the teacher to work on the formation of concepts about the world around him in all the lessons being taught. Each subject in primary school is an integrated course, in content they are inextricably linked with the natural-mathematical cycle Sciences, which ensures the assimilation of knowledge about the environment, understandable to small school children. In children of this age, it is not just emotional attraction to the study of nature that is associated with the motives for obtaining knowledge. Given this nature of the students, it is necessary to supplement their needs for knowledge with new content in order to support their interests.

It helps students to reveal their interactions in life and to understand that without the diversity in nature, a person cannot live.

In this case, speech cultivation takes place in a free environment, based on a lively interest in objects that are now being read.

Natural Science, Reading, housekeeping and mathematics provide great opportunities for speech transmission.

According to G. Petsalotsi, it is the source "...in which the mind rises from restless intuitive perception to clear concepts." Understanding these concepts goes along with the art of speech. Images of free nature develop sensitivity in a child along with logic.

Integrated lessons help to form a skill for students to be able to use understandable and acquired knowledge in a new educational setting.

The basis of integration is the formation of different types of thinking ability in students, which is closely related to the process of knowledge (awareness).

- formation of the personality of students through the abundant objects present in nature;

- formation of the ability to think so that he has clear knowledge in the “nature –man” system;
- obtaining the learning material from different branches of knowledge in order to realize the materials and form a didactic adaptation;
- to use the modern scientific context of the world to derive the learning material from different branches of knowledge to form the ability to systematize thinking in students;
- formation of humanistic and democratic knowledge of the economy of objects and manifestations of nature, processes, laws, laws of development of society;
- development of a system of knowledge, skills, qualifications;
– the meaning of integration in school education courses, a wide range of opinions and facts, the unification of closely related disciplines;
- the formation of the ability to think of different types in schoolchildren, the use of mental exercises for this, contributes to the rapid assimilation of material, forms the ability to remember it and understand it emotionally.

When riveting economic knowledge in primary school students, of course, the principles of teaching must be observed.

Didactic principles are teaching principles that define the laws, content and methods of the educational process. M.N.Skatkin argues that"the teaching principle is the teacher and student's one-goal-oriented collaboration and the achievement of the goal pursued as a result of that collaboration". The professional skill of the teacher, the rules that ensure that the student's learning activities are put into one mold and achieve the goal, constitute the essence of didactic principles in the educational process.

The principle of science is not limited only to the reflection of new scientific achievements in the content of education, but also to the fact that science, in our opinion, constitutes the main part of this or that science, taking into account the features of the educational science, it is necessary to develop cognitive activity of students. Learning knowledge in the course of the lesson should be recognized not as the result of activity, but as an activity process. Elementary students test their knowledge acquired from the educational subjects of the socio-Humanitarian category on the basis of interdisciplinary communication in their experience and find ways to apply it. On this basis, the science of training and upbringing is achieved.

The principle of unity of theory and practice. In the elementary grades, knowledge learned on the basis of educational subjects in the socio - Humanitarian category is instilled in the minds of students in two ways: theoretical and practical. Therefore, students should occupy both theoretical and practical aspects of knowledge on the basis of interdisciplinary communication. Only then will the principle of unity of theory and practice be ensured. Practical orientation is intended to reveal the functional side of knowledge, which in students composes the skill of a holistic systematic understanding of the world. Practical assignment has a significant pedagogical advantage, which increases the effectiveness of their regular use in the process of teaching on the basis of the interaction of educational disciplines in the socio-Humanitarian category in elementary grades. It should be noted that these advantages cannot be achieved by officially introducing the practical activities of students into the teaching process. Only when they fulfill certain requirements does the content of educational subjects have a positive effect on the quality of teaching various subjects.

As you know, practical training in the course of the lesson takes a lot of time. Therefore, when conducting them, it justifies itself only when the advantages achieved, the time spent, provide sufficient benefits, and practical training, the assimilation of theoretical materials are accelerated.

The principle of regularity of Education consists in finding a decision on many feelings in students, such as patriotism, national ideology and loyalty to national pride. The”national program of personnel training " emphasizes strengthening the faith and faith of the younger generation, educating them as a harmonious person with their own independent opinion, not forgetting their identity in their thinking, deciding to preserve and respect the sacred values of our ancestors, ensuring the unity of education and upbringing that they become perfect people who take steps on an equal For a long time, serious attention has been paid to the educational process in our country, and today this attention is only getting stronger.

The principle of historicism in teaching implies the organization of a lesson on the basis of the use of historical materials in the statement of the educational material under study. When choosing the content of primary education, the principle of historicism is followed, the studied educational material is enriched, a thorough assimilation of a new topic is achieved by students. On the basis of interdisciplinary engagement, it is possible to state in sequence of content-like topics. As a result, the need to master knowledge in a holistic whole is ensured. The principle of historicism in teaching was included by didactic scientists in the classification of universal principles in the 50s of the 20th century. Each nation educates the younger generation based on its past, national characteristics.

In the course of the lesson in didactics, it is necessary to quickly and qualitatively master a new topic. After all, the principle of accelerating the learning process is a didactic phenomenon that goes back to taking a short and meaningful lesson. On the basis of interdisciplinary communication, it takes a lot of time to use, giving examples of similar topics of several lessons in each course process. However, a teacher who teaches from the subject of study in the socio-Humanitarian category should be able to bring the topic studied in the course of an hour of classes to the minds of students in a quick and meaningful way, while maintaining the main components of the topic mentioned in their memory. It is important in this that the student is interested in the lesson. The student's tendency to know, aspiration, Air, need is called in a word “motivation” in didactics. O'.Yolandev interprets motivation as a didactic principle, saying: “motivation-training is not formed spontaneously in cognitive activity, its creation requires tremendous skill from the teacher. Motivation is the most important element of the educational process and at the same time a leading factor in accelerating the course process.” The motive strengthens the student's drive towards one goal, ensures consistent and bold movement towards the goal. The motivation generated in the course of the lesson is a complex pedagogical phenomenon, which depends on the behavior, aspirations, interests and inclinations of students. In this regard, it is advisable to use this principle in the study of educational subjects in the socio - Humanitarian category. The teacher uses the following three - waking, guiding, thought-provoking tasks of motivation, using interdisciplinary engagement in the course of the lesson.

Terms borrowed and applied from other academic disciplines, features of educational materials, educational tools, laws of choice of educational material, features of inter-academic communication should be defined. Students must be able to apply theoretical knowledge during the completion of assignments. When determining the size of educational materials, it is necessary to take into account the age characteristics of students. This, of course, expands the possibilities of students ' perception. It should be taken into account that physical and mental work is a stimulating factor in the process of perception of educational materials. Therefore, the educational process is organized taking into account the age and physiological capabilities of students. In them, it is darcor to arouse interest in educational material and attract attention to mastering it. The possibilities of perception of students are regularly complicated and expand in the process of

solving educational and practical issues. This complication is important in their mental and physical development.

To organize training on the basis of didactic principles, the following tools are required: educational equipment, technical means, models. Alternatively, it should be noted that taking into account local factors, the choice of tools used has a certain effect on their nature. For example, according to the laws of inter-disciplinary communication, practical training can also be organized on the basis of the use of real situations related to production.

The purposeful Organization of practical classes based on didactic principles from all the possibilities of inter-academic involvement serves to develop theoretical and practical activities of students. In general, didactic principles make it possible to carry out their practical tasks, to fully visualize the theoretical phenomenon under study. These didactic principles are the basis in the formation of a visual picture of the content of the educational subject.

Didactic requirements for classes on the basis of interoperability are imposed:

- the involvement of knowledge gained from other disciplines in order to master a new topic in the lesson studied on the basis of interdisciplinary communication, as well as the qualification of their implementation.
- to ensure the effectiveness of students ' cognitive activities on the application of knowledge from other subjects in the lesson studied on the basis of interdisciplinary communication.

The teacher should not repeat the material of another academic subject while taking classes. The aim of ensuring interdisciplinary engagement will be to generate in students the skill of independent application of knowledge gained from different disciplines in solving new questions and issues. To do this, at the beginning of the lesson or in the process of explaining the new material, repetition conversations are held, which determine the knowledge included in the content of other academic disciplines, problem situations are created, requiring the application of knowledge acquired from close disciplines; to strengthen the acquired knowledge, however, regular homework is given; the group is provided with individual assignments (on the basis of interest, selective, mandatory) along with collective educational work.

Result

1. The essence of the phenomena studied on the basis of ensuring interdisciplinary involvement in the course of the lesson, to be aimed at explaining their cause-and-effect connections. For example, before reading a poem or text on the winter season in reading lessons, the teacher told about the connection of the topic with Natural Science, “in a natural science lesson, we studied the changes in nature that will happen in the winter season. The same situation is described in this poem (text)”, if only limited, then such a connection between the subjects of study will have only an external nature, remaining at the level of imagination and reproductive movements. In order to systematize Inter-academic knowledge and concepts, it is advisable to draw up generalizing tables on individual educational topics (or on educational problems of various interdisciplinary subjects).
2. The topics of the lesson studied on the basis of interdisciplinary communication should be formed from conclusions with a worldview, a generalized nature, relying on the dependence of knowledge from different disciplines. Students can realize the objectivity of such conclusions only when they are convinced of the need to attract knowledge from the intimate Sciences.
3. The lesson, which is based on the application of inter-academic involvement, should create positive impressions in students, differences between the knowledge gained in them from different subjects, interest in finding out the connections.

4. Establishing links between concepts that are currently common to a number of educational subjects requires the development and testing of an integrated system of lessons with a psychological and methodological basis. At the same time, inter-subject relations should be taught at the level of the composition of the lesson and provided with the necessary teaching tools.

5. In the didactic system, integration on an interdepartmental basis assumes the correspondence of the actions of the teacher (teaching) and the student (learning). Both activities have a common structure: goals, causes, content, tools, results, control. However, there is a difference in the content of teacher and student activities.

– At the target stage, the teacher sets a general goal. Students, led by a teacher, need to understand inter-subject dependencies, select the necessary knowledge from different objects, in which they should focus their attention not only on the acquisition of general knowledge, but on the development of abilities and interests of the personality of displacement analysis.

- At the stage of proof, the teacher encourages students to develop a worldview, to generalize the concepts of different subjects. Students direct their will towards an interest in knowledge that expands the worldview.

– At the content stage of the activity, the teacher introduces a new educational material, while attracting base knowledge obtained from integrative evidence, concepts, other objects at the level of the set of problems. Students master a common-sense concept, problems at the level of general knowledge.

– At the stage of selection of tools, the teacher provides visual tools that help to summarize the knowledge of various objects-textbooks, tablecloths, schemes, questionnaires, practical tasks. Students perform the characters of displacement, generalization, attachment using visual means in solving integrative issues.

- The next stage is the result. The teacher applies pedagogical knowledge to carry out integration for the purpose of teaching, development, education. In the learner knowledge system, practice generalizations.

– At the control stage, the teacher assesses, controls, evaluates the readiness of students for objects connected with each other as mastering. Students control the assessment of their knowledge, both self-and unifying skills on different subjects.

Conclusion

When teaching mathematics in elementary grades in connection with the native language, the teacher should pay special attention to his speech when giving students concepts on the topic. For example, in the process of solving equations, students ' attention can also be focused on the correct use of concordance suffixes in conjunction with finding the unknown.

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