EMERGENT: JOURNAL OF EDUCATIONAL DISCOVERIES AND LIFELONG LEARNING (EJEDL)
ISSN: 2776-0995 Volume 4, Issue 2, Feb., 2023

FORMATION AND DEVELOPMENT OF INTEGRATED TEACHING IN PRIMARY EDUCATION

Raimova Gulmira Bahtiyarovna
Khazratkulova Nasiba Neymatovna
GulDU Undergraduates

Annotation: this article presents an understanding of the process of primary education, information on the formation and development of integrated teaching in primary education.

Keywords: education, school, integration, training, age, pedagogy, skills.

The process of primary education is manifested in the class of the initial Bosh of general secondary education in the educational and educational system of an independent state. Primary education, which is the foundation of the current national training system in which new socio –economic relations are developing, should do the following :
- formation of the desire to study, learn and skills for students of younger school age ;
- to strengthen the aspiration of Primary School students to a highly formed cognitive process, cognitive activity.

Education is successful only when a conscious desire for cognitive activity is formed. The definition of a goal that meets the age characteristics of Primary School students and corresponds to the requirements of the lesson is largely due to the fact that between the XIX and XX centuries in pedagogy, the idea arose to create an integrated course of familiarization of younger schoolchildren with the natural environment.

This idea is A. Ya. Gerd, D. N. Kaygorodov, A. P. Associated with the names of Pavlov, they demanded to enter the elementary school an undivided course about the living and inanimate world around them. Some aspects of integrated education and training, interdisciplinary communication are popular pedagogues: Ya.Komensky., N.M. Verzelin, M. N. Skatkin, I.P.Rachenko and others studied in detail, in which thoughts about the component, level of interdisciplinary communication were put forward.

Scientists from the CIS countries N.N.Maiseev, A.G.Bannikov, A.M. Ryabov, A.O.Lagutin, A.V.Losev, A.A.Vakulin, A.I.Herzen, A.YA. Danilyuk, A.V. Malyov, V.A.Lazareva, V.S.Bezrukova, M.N.Berulava, P.A.Gulyukina, L.S.Astafeva, M.A. Rozova, M.YU. Gildenkov, O.J. Alekseenko, I.P. Rachenko, M.T. Gafurov, L.R. Azizova, N.K. CHapaev, L.YU.In the research work of such scientists as chuikova, the problems of integration of Sciences in the process of Ecology and education are raised.

In particular, YA in the study of the integration process. A. Komensky notes that”everything that is connected with each other should be studied in the same way."

The idea of interdisciplinary communication was later approached by many educators who contributed to its development and generalization. D.According to Locke's idea, “in the formation of the content of Education, one science should be supplemented with elements and facts of other sciences.”

I.V.Pestalozzi, in his article on didactics, widely touches on the issue of dependence in educational textbooks, says that “bring the subjects related to each other to your mind, make them realize that they are in a state of inextricable connection in nature.” Pestalozzi argues that one science is alienated from another, even dangerous.

On the spiritual and pedagogical nature of didactic influence in the pedagogy of the past, as well as on the psychological and pedagogical dependence of K.D.Ushinsky says:”knowledge and Idea, which is reported by any science, should be given to the world and life in a broad outlook and illuminating state."

In the development of the theory of interdisciplinary connection, K.D.Ushinsky had a great influence. In the development of this methodology, X.V.Stayonin, N.F.Bunakov, V.I.Vodovozov and other educators also carried out fruitful work.

The importance of interdisciplinary communication in the teaching and education of schools has been considered by many pedagogical scientists.

Consequently, M. N. In his research, Skatkin divided the temporal interdisciplinary link into three types, the link between previously mastered knowledge and the studied knowledge, between the studied knowledge and the knowledge that will be mastered in the future, and the one that will be mastered at the same time.

N. M. Verzilin and M. U. Konsunskaya showed that the interdisciplinary connection can be of two types: horizontal and vertical. Scientists have noted that horizontal interdisciplinary linking is carried out between disciplines studied in one class, one quarter, half a year, and vertical interdisciplinary linking is carried out through the use of knowledge mastered in previous classes.

The science integration function is leading, it provides comprehensive learning and teaching with it, following the principles of didactics of the basics of another science, making it possible to get productive results. Relying on his many years of scientific research, observations of this idea, V. M. Monokhov also expresses the opinion that the integration of Sciences is necessary for students to know, understand biology and make the most of it, which is important in the formation of skills and abilities in students.

In the journals” primary education " great importance is attached to the problem of integration of school education. L.N.Bakhareva in her article” integration of Primary School training on the basis of local lore “notes that” integration is a process of convergence and connection of disciplines carried out in conjunction with differentiation processes and is a high view of implementing interdisciplinary connections, helping to create new, whole holistic knowledge."

In particular, in the 60s, efforts in the field of ensuring interdisciplinary communication in the educational process increased, taking an approach from the point of view of the activation of the teaching process, its scientific and theoretical development. In the educational process, various aspects of interdisciplinary communication were studied: improving the efficiency of mastering chunanchi, knowledge, skills and abilities didactic tool; as a condition for the development of cognitive activity of students in educational activities, the formation of their cognitive abilities; in teaching, it is substantiated that it is impossible to follow the principle of Science in ensuring interdisciplinary communication in the educational process, as well as to ensure interdisciplinary communication in the teaching process within the framework of one academic discipline.

In the 70s, in didactics, serious attention was paid to the problem of ensuring interdisciplinarity in the educational process. Based on the analysis of these problems, methodological directions of involvement in the educational interdisciplinary process were determined. Especially V.N.The research carried out under the leadership of Fedorova is important in that it outlines the theoretical foundations of interdisciplinary communication. The didactic aspects of ensuring interdisciplinary communication in the educational process are not limited only to the expression of various knowledge and concepts in the content of certain academic disciplines. In pedagogical research on ensuring interdisciplinary involvement in the educational process, it should be considered as an opportunity to have a pedagogical impact on the developing person, embodied as an independent research direction.

LIST OF USED LITERATURE:

1. "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi" 2017.02.07.
2. Ибрагимова, М., Усмонова, М., & Юсуфходжаева, Ф. (2022). This article discusses the idea that preparing students for work at the current stage of education is one of the most important issues in the education and upbringing of the younger generation. Texnologik ta'limni innovatsion tashkil etish. *Общество и инновации*, *3*(5/S), 153-157.
3. Рахмонов, Х. (2020). Влияние Параметров Машины-Сепаратора На Эффективность Сепарации Почвы. *Science*.
4. Alimov, B., Isaqova, Z., Ikramova, M. X., & Bo'teyev, A. (2022). DIDACTIC SHAPT-SHAPOITLAPI OF PIVOJLANTIP OF THE PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER OF THE SCIENCE OF" TECHNOLOGY". *Open Access Repository*, *9*(11), 328-333.
5. Rafiqovna, I. Z., Ganiyevich, D. T., & Qizi, A. M. A. (2022). TECHNOLOGICAL EDUCATION AND PROFESSIONAL CHOICE PLANNING. *European International Journal of Multidisciplinary Research and Management Studies*, *2*(03), 82-92.

6. Usmanovich, O. B., & Egamberdievich, T. J. (2022). CONNECTION WITH EXACT AND NATURAL SCIENCES IN FORMING EDUCATION (In the case of technology lessons). *Open Access Repository*, *9*(11), 32-36.
7. Usmanovich, O. B., & Egamberdievich, T. J. (2022). INTERDISCIPLINARY CONNECTION IN FORMING STUDENTS'CREATIVE SKILLS (In the Case of Technology Lessons). *Open Access Repository*, *9*(11), 69-77.
8. Usmanovich, O. B., & Egamberdievich, T. J. R. (2022). INNOVATION OF THE EDUCATIONAL PROCESS IN THE CONTINUOUS EDUCATION SYSTEM-THE NEED OF THE TIME. *Open Access Repository*, *9*(11), 9-15.
9. Sobirovna, U. M. (2022). TEXNOLOGIYA FANI MASHG'ULOTLARINI SAMARALI TASHKIL ETISHDA SHARQ MUTAFAKKIRLARI ASARLARIDAN FOYDALANISH. *World scientific research journal*, *9*(1), 220-224.
10. Rafikovna, I. Z., & Inomjonovich, M. R. (2022). FORMATION OF STUDENTS'CREATIVE TECHNOLOGY, FOLK CRAFT SKILLS IN TECHNOLOGY COURSES. Web of Scientist: International Scientific Research Journal, 3(11), 798-802.