

IMPROVEMENT AND STRENGTHENING OF INTEGRATED LESSONS IN
ELEMENTARY SCHOOL CLASSES.

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Annotation: *In the process of teaching natural science, the foundations of a scientific worldview are formed in school children (the teacher consistently reveals the materiality and interrelationship of natural objects and events, characterizes the constant changes that occur in nature, etc.), aesthetic feelings, love for nature, care for it and the desire to protect it are brought up.*

Key words: *Education, integration, method, methodology, integrated classes, education and upbringing, pedagogical technologies.*

A good knowledge of the teaching methodology of natural science allows a primary school teacher to properly organize a child's education. The methodology enables the teacher to acquire teaching skills by equipping him with the theory of science teaching. Different teaching methods can be used to reveal the content of educational materials. When choosing one or another method, the teacher should take into account that this choice of methods provides the tasks of developmental education, activates the students' cognitive activity and at the same time provides information, that is, to determine the cause of failure and Let him quickly and clearly show how the students are mastering new knowledge in order to come to help at the right time.

Accordingly, it is necessary to use more practical work, conversations, emotional stories, especially independent work in science lessons, in which a research approach, uncomplicated analysis and synthesis, comparison and generalization, between natural phenomena determination of causal links should be mandatory components of those works. All this activates students' memory, attention, imagination, and thinking, helps to develop understanding and confidence, to acquire knowledge better, and to develop the ability to apply acquired knowledge in new situations. The use of visual aids and technical tools and excursions that affect the perception and mental development of students will help in the acquisition of knowledge It is necessary to fully implement interdisciplinary communication using favorable conditions for teaching children in primary classes. Clear visions formed during classes on familiarization with the surrounding world help to solve tasks in other subjects and vice versa. Interdisciplinary communication is carried out in solving tasks such as speech development. The educational material of the "Introduction to the world" course, the working methods and methods used create favorable conditions for the development of the child's speech. In these activities, children communicate directly with each other, share their impressions, tell stories about their favorite hobbies, etc. In role-playing games, children imagine and create texts for their characters. Connection with subjects such as labor education, study, acquaintance with the environment can be carried out during complex excursions to nature and production.



Working with the textbook "The world around us". In the first lesson on introduction to the world, children should be introduced to the textbook: the author, the content and decoration of the title page, and the introduction to the book will be based on the content. When teaching children to work with textbooks, the teacher should explain to them the sequence of work: first, pictures are looked at, then proverbs are read, and then answers to questions are obtained. Not all proverbs in the textbook are intended to be read and told, some of them are only to be read and answered by the children, and some of them are partly done by both types of work. The work to be done depends on the content of the story, the difficulty or comprehensibility of the language of the story. The content of the textbook includes poems, proverbs, riddles, stories, fairy tales. Texts on the topics "Our school", "Our neighborhood", "Our garden", "Us and nature" are presented in the form of short business articles. It is not necessary to memorize the poems in the textbook. The main goal is to understand the essence of the content of the subject.

New terms and conclusions on the topic are highlighted in the textbook in bold, which helps to remember well. There are many subjects of folk tales depicting characters in various situations. They learn to learn about the world together with children. This method helps the teacher to teach and create a game situation, to increase children's interest in nature and educational science. Pictures develop observational skills in children, so it is necessary to ask them what is new in the picture they are looking at compared to before. The textbook is decorated with pictures, questions and assignments are given to them. Some of them help the teacher to focus children's attention on identifying various features and signs of natural objects and phenomena, thereby summarizing the factual material on the subject of the lesson. A group of questions and tasks requires a comparison of two or more pictures, or offers to reveal some causal connections between nature and human activity. The questions and tasks of the textbook help the teacher to focus children's attention on the content of the article and identify the main points in it. With the help of questions, children imagine what they learn more deeply and clearly.

In the textbook material, there are also brief summaries that reflect the main content of what has been learned and reveal the essence of the concepts. After the texts in the content of natural science, tasks for observations in nature, plans of practical work are given. The textbook contains material in the form of questions and assignments for excursions and science lessons. The textbook describes the characteristics of the seasons for Uzbekistan, facilitates children's observation of nature, and emphasizes the interrelationship of inanimate and living nature. The main idea of the textbook is the interaction of man with nature, the importance of human labor in nature, the rules of behavior in it. Articles devoted to the events of social life draw children's attention to the unity of man, society and nature. Methodology of teaching science in 3rd grade. Teaching natural science as a separate subject starts from the 3rd grade. The educational material is integrated into the topics "Water and air in nature", "Mineral minerals", "Soil", "Plant world", "Animal world", "Nature and human health", "Nature and man". The program on natural science allows schoolchildren of the younger age not only to appreciate the beauty and richness of nature, but also to show the importance of their country in brotherly cooperation with the peoples of other countries.

A wide range of knowledge about the nature and labor of people of the Motherland allows the teacher to implement the most important educational and educational tasks set by the main directions of the reform of general education and vocational schools. In the 3rd grade, students continue to regularly observe the weather: they determine cloudiness, wind strength (strong, light, moderate). They continue to conduct phenological observations: they determine the length of the day (according to the calendar), the yellowing of leaves, the seasonality, the state of plants and animals according to the seasons. All observations are recorded in the "Observation diary" and the nature and work calendar of the general class. At the end of each month, the observations are summarized and included in the summary table. It defines the phenological characteristics of this month. Generalized observations on plants and animals are written in diaries. Students draw conclusions about how changes in inanimate nature are related to changes in plant and animal life. In the 3rd grade, the general nature and work calendar will continue to be maintained, which will provide an opportunity to compare events observed over two years. Each day, the students compare the current observations with the observations made on the same day last year, noting the state of the weather, plants and animals. Such work increases the interest in observations, their quality, and helps to master the concepts of natural science in a deeper way. When studying the topics of "Cultural plants" and "Domestic animals", children get to know the local representatives of the flora and fauna, the forms of the surface of their place, water through observation, experiment, excursion, practical work. they get acquainted with basins and properties of water, soil and minerals.

Summary

Practical activity on nature protection develops children's desire to protect and increase natural resources. Accordingly, they should participate in the preparation of food for birds, feed birds in late autumn, winter and early spring, collect seeds of ornamental plants, distribute them among the population, care for green areas, protect the soil from erosion. It is necessary to attract plants to grow. The relief of natural zones is defined in a general way, for example, "there are mostly plains and mountains, etc." Characterization of the seasons is carried out along with the description of the characteristic temperature of winter and summer and the abundance of precipitation. In this case, it is necessary to connect the characteristics of the seasons with the characteristics of the Sun's illumination in summer and winter in this area. For example, "In the desert, the Sun rises above the horizon in summer, and its almost vertical rays heat the Earth's surface strongly, or "In the tundra, even in summer, the Sun is low above the horizon, and its rays pass obliquely across the Earth's surface, making it weak heats up". Students should be based on such interpretations when telling stories about the seasons, plants, animal world, and human labor in agriculture.

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