

THEORETICAL AND METHODOLOGICAL BASIS OF THE  
INTEGRATIVE APPROACH TO PRIMARY EDUCATION PROCESS**Erkin Gulimbaevich Saburov***is a teacher of the Tashkent University of Humanities, Department of Applied and Humanities*

**Abstract:** *This article highlights the positive opinions of foreign pedagogues about integration in the process of primary education, the theoretical foundations of integration in the organization of education, and the methodical skill of the pedagogue.*

**Key words:** *integrative approach, out-of-class study, primary education, methodical possibilities*

Acquaintance with foreign experience shows that integrated subjects, which are the basis for the development of knowledge about nature and society, are included in the curricula of many countries. It is a message that integrated sciences with an ecological orientation are the main means of forming environmental responsibility in students in the world community.

will give.

Along with positive opinions about integration, there are also opinions about its negative factors. For example, YMKolegin and OLAAleksenko: "The limited number of educational subjects cannot reflect the content of the large amount of acquired knowledge, the real view of the universe, the interdependence of its parts." - and express a negative attitude towards interdisciplinary integration. The need to develop very important reading, writing and numeracy skills. These things seem like they require disciplined teaching. But the traditional experience of teaching reading and mathematics also suggests broad integration possibilities. In this case, reading as a science includes not only literary texts, but also history, natural science, mathematics, arithmetic, algebraic and geometric materials. Such integration does not prevent students from developing important skills in a particular subject, but rather guarantees their mastery.

Robert Carlos says that elementary school should do more than just teach reading, writing and counting, but more important and bigger. In his opinion, integrated education encourages the intellectual activity of each child in the formation of a person; it is necessary to ensure that the educational process is understandable and interesting for children.

To successfully implement this task, it is necessary to develop the best methods of integrated education that have been tested in practice, and to equip teachers with these methods and train them to use them in practice.

Integration in education can be expressed as follows:

1. Creating a holistic view of the whole being (integration is considered as an educational goal here);
2. Finding a common platform for convergence of different scientific knowledge (where integration is used as a tool).
3. As a means of developing education.
4. As a means of universal, national education.

In the establishment of connections between two academic subjects and their integration, one or the other subject occasionally serves as a base. The organic connection and logical interrelationship of subjects in different academic subjects should be the basis of integrated lessons.

It is necessary that educational methods serve to show students' abilities, sharpen their minds, and develop their thinking. For this purpose, the use of poetic art, interpretation and explanation of the topics being studied is an acceptable way. These methods serve to motivate the student, to increase his interest in learning and to show his ability.

Therefore, we studied the topics that can be studied on the basis of integration in the 4th grade "Kitobim - oftobim", which is mainly used in extracurricular reading lessons. [27] We know that "innovation" in the field of education implies the introduction of innovations in the educational goal, content, form and methods, in general, in the organization of the pedagogical process and helps students to draw scientific conclusions.

In order to ensure that the educational process is in accordance with the educational goal, to demand the implementation of new educational models based on the educational content in the educational process based on the social demand and the educational goal;

to expand the orientations of the educational content, which are proportional to the educational goal; and ensuring interdisciplinary communication.

In fact, the organization of the lesson through pedagogical technologies should reflect the unity of purpose and content in education, that is:

- a) teaching to feel existence;
- b) developing the skills of teachers in using modern methods of teaching in accordance with educational goals and content;
- d) getting used to learning due to need;
- e) is to properly organize students' independent learning.

Incorporating the process of integration into education and its application is considered an important factor for the young generation to grow up with all-round knowledge potential. When we teach the material of fairy tales, stories, poems, riddles and other genres presented in extracurricular reading classes, we will

achieve an intensive effect of education if we teach the child by integrating the idea, object and objects given in the subject and organize it systematically.

The reforms being carried out in our country also set important and responsible tasks for education. Bringing the young generation to maturity is becoming one of the important tasks in the social life of our society. As the President of Uzbekistan Sh. Mirziyoyev noted: "We are determined to build the future of Uzbekistan, so we first of all, we need to create conditions for our young people from today." In accordance with Decree No. PF-5264 dated November 29, 2017 "On the establishment of the Ministry of Innovative Development of the Republic of Uzbekistan", the Fund for the Support of Innovative Development and Innovative Ideas was established by our President. That is why it shows the level of attention paid to innovative technologies in Uzbekistan.

It is necessary to develop a system of integration of poems, fairy tales, stories given in the book "Kitobim - oftobim" intended for students, which serves as the main resource for extracurricular reading classes. "Kitobim - my sun" is a book intended for 1st graders, and Mahmud Muradov's story "I don't chase anymore" is presented. In the story, Gulnara's hen has hatched a chick. At first, they are plump and pale yellow. Then they gradually grow wings and become even cuter. Then Gulnara wants to catch the most beautiful one of them, and the mother hen flaps her wings and runs towards Gulnara saying "worm-worm, worm-worm". When Gulnara looks at it, the chicken will peck. He runs away. He hates these chickens. Sometimes he has a habit of chasing chickens with a stick in his hand. One day, during dinner, Gulnara pushed the bowl with lagman and said: "Oijan, cook some eggs." "There are no eggs, my child," says his mother. - Didn't the hen lay eggs? - He didn't, my daughter. "Gulnara chases me with a stick instead of scattering grain, I don't give eggs," he says. Gulnara does not burn. He glanced at the chicken walking in the yard, pushed the bowl in front of him and ate the cream. In the evening, Gulnara went to bed and could not sleep for a long time. - Why are you not sleeping? - asked her mother, who entered the room to get a message from her. "The pillow is hard, it's sinking in," said Gulnara as an excuse. His mother brought a pillow. When Gulnara lays her head, one is soft, the other is soft. - Oijan, why is this pillow soft? - It is made of feathers, my daughter. - Where do you get feathers from? - The chickens gathered one by one so that Gulnara's head would lie on a soft pillow, - said her mother. - Are those chickens like ours? - Yes... Gulnara did not ask any more questions. He closed his eyes and fell asleep. In Gulnara's dream, the chickens sprinkled grain on the chicks, and butterflies flew around them.

We will show this story integration system in a coherent way.

The teacher reads the story and asks the students what the content of the story is about. The actions of the hero of the story will be discussed with the class, which ones are good and which ones are bad.

In this story, we integrate chickens and chicks, one of the poultry birds, in an interdisciplinary way.

Reading - the world around us - English interdisciplinary integration.

There will be a discussion and question-and-answer session with the students.

- So, guys, what other birds do you know?
- Who keeps chickens and chicks at home?
- Why do people feed birds in poultry?
- What do you feed them?

After answering these questions, the teacher explains the topic through the cluster method. (See Figure 1).

Reading- mother tongue interdisciplinary integration.

- It explains to the students that the chicken is one of the seven treasures;
- After the conversation, it is asked how many letters and sounds the words chicken and chick consist of;

- The task is to divide the words chicken and chick into syllables;
- The task is to make a sentence with the words chicken and chick.

Students who successfully complete the task will be encouraged. Let's integrate the above story with mathematics.

- Gulnara has 5 hens and 10 chicks. How many chickens and chicks does Gulnara have in total?
- Gulnara's hen lays one egg every day. How many eggs does his hen lay in 12 days?

These questions are answered orally and the first five students to answer are encouraged.

Reading is technology interdisciplinary integration. In this, the teacher shows the practical work process to the students. The teacher must have prepared in advance for the study lesson outside the classroom. As the story aims to improve children's positive attitude towards poultry, it is explained that the chicken is a very useful creature for humans. After that, take one egg, pierce its top and bottom with a needle to empty the liquid inside, and make eyes, nose and mouth on it with colored paints and show the students that it can serve as a toy for the Christmas tree.

Each student prepares this practical task at home and is assigned as homework.

Reading - visual arts - music interdisciplinary integration. In this case, what kind of picture would the teacher draw for the students to match the story? The task of drawing a picture is given through the question. What song would Gulnara sing to her chickens and chicks in the story? Through the question, a song is played to the students and they sing together:

Chick, chick, my chicks have yellow feathers

An example of yellow, yellow, yellow eyes is millet.

I give them grains every day,

I will count it so that it does not disappear.

For the out-of-class reading lesson, we consistently and systematically showed the interdisciplinary integration of Mahmud Muradov's story "Andi kuvymaydi" given in the book "Kitobim - oftobim" for 1st grades as an example. If we pass the fairy tales, stories, narratives and poems of different genres of works of art given for reading outside the classroom in this order, the effectiveness of the lesson will be stronger than the traditional lesson.

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