



IMPROVEMENT AND STRENGTHENING OF INTEGRATED LESSONS IN ELEMENTARY SCHOOL CLASSES

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Annotation: *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.*

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

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.

In the course of our research, the factors that contribute to active mental activity in the implementation of interdisciplinary communication in the teaching of reading and+ science classes are the favorable combination of subjects for integration, the matching of the actions of the teacher and the student, taking into account the age capabilities of children. consists of choosing content, method, methods. To do this, we first need to determine which topics are suitable for integration. The basis of such lessons is the closeness and logical connections of the main topics of reading and science.

Integrated lessons. An integrated course in elementary school is reading outside the classroom. Here is the overall process:

- a. improvement of reading skills acquired in reading classes as a reading tool;
- b. work on the text;

In the didactic system of reading and science, integration on an interdisciplinary basis provides for the matching of the actions of the teacher (teaching) and the student (learning). Both activities have a common structure: goals, reasons, content, means, results, control. However, there is a difference in the content of teacher's and student's activities.

1. At the target stage, the teacher sets a general goal. under the guidance of the teacher, students understand intersubject relationships, select the necessary knowledge from various subjects, in which they focus not only on acquiring general knowledge, but also on transfer, analysis, personality traits, abilities and they should focus on developing their interests.

2. At the proof stage, the teacher encourages students to gain knowledge that expands their worldview, to generalize the concepts of various subjects. students are directed to be interested in knowledge that expands their will and outlook.

3. At the content stage of the activity, the teacher introduces new educational material, and at the same time draws on basic knowledge obtained from other subjects at the level of integrative arguments, concepts, problem sets. students master general concepts and problems at the level of general knowledge.

4. At the stage of choosing tools, the teacher uses visual tools that help generalize the knowledge of various subjects - textbooks, tables, schemes, questionnaires, practical tasks. students perform the transfer, generalization, and connection characteristics in solving integration problems with the help of visual aids.

5. The next stage is the result. In this case, the primary school teacher uses pedagogical knowledge to implement integration for the purpose of education, development, and education. the teacher applies his generalization in the knowledge system.

6. During the supervision phase, the teacher assesses the students' readiness for related subjects, controls them, and evaluates them as mastery. students control their knowledge assessment, self-assessment of various subjects, and their integration skills.

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