

The Content And Essence Of Subject Integration In The Teaching Of Mother Language And Reading Literacy In Primary Language Education

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Abstract. This article is about the native language and reading literacy subjects in the classrooms Improvement in the content of interdisciplinary integration, application of methods for implementing mechanisms for ensuring the content and quality of the scientific and methodological process of teaching to the pedagogical process carried out, identifying and improving the content, form, methods and means of teaching based on the integration of subjects, as well as the effectiveness indicators of teaching first-grade subjects, practical significance, opportunities for effective use of the results obtained , native language and reading literacy subjects in the classrooms The content of the learning process is described in terms of interdisciplinary integration, improvement, and application of previously acquired theoretical knowledge, practical skills, qualifications, and competencies in academic subjects in new situations.

Keywords: primary school, students, interdisciplinary integration , improvement, native language, reading literacy, content, form, method, tool, knowledge, skill, qualification, society, person, innovative process, mastery, technology.

Introduction: In particular, changes in the field of education and high efficiency depend on their compliance with global educational standards and the degree to which the acquired knowledge, skills and qualifications of teachers are applied in practice today. This situation demonstrates that qualitative changes in education, as a result of positive innovations, ensure positive efficiency in education and create an innovative-integrative pedagogical process. Indeed, interdisciplinary integration in the educational process should be perceived as a didactic opportunity that ensures the coherence of different subject curricula and textbooks.

The development of the theory of the application of interdisciplinary integration in the teaching process is equally important in the development of scientific and pedagogical understandings. Integration is inextricably linked with differentiation. This connection is manifested in the improvement of students' aspirations to understand the knowledge they are receiving [3].

Improving the educational process in the primary education system, ensuring the implementation of internal and external links with other educational areas and specialties of a particular specialty , not only expands the cognitive activity of students, but also provides them with complete information about the environment. worldview, as well as the ability to apply the types of activities available in primary school, and the development of basic skills in the field of education.

Analysis and results. The process of interdisciplinary integration in primary

education further develops the learning and cognitive activity of students, as a result of which the student mobilizes his/her activity, knowledge, the formation of new concepts, and the pursuit of knowledge obtained as a result of their assimilation [7].

It is worth noting that primary school teachers and later schoolchildren, having studied one or another subject, find it difficult to apply these knowledge skills to studying other subjects, and they lack the skills to think independently, to assimilate the acquired knowledge, or to transfer it to new situations. All this occurs due to the inconsistency of training in different subjects in primary grades, and in this case, integration is not a transfer of knowledge from one subject to another and an exchange of activities, but rather the process of creating new didactic equivalents (something suitable, similar, widespread) that reflect the directions of modern subject integration [10].

Integration is an important means of working with and activating students individually. As a result of organizing interdisciplinary integration in the lesson process, the number of subjects decreases, the effectiveness increases, and it becomes easier for students to start working individually [5].

Teaching the subjects of mother tongue and reading literacy in primary grades in the context of interdisciplinary integration It is appropriate to continue to pay attention to the following:

- to comprehensively study the materials in the native language and reading literacy textbooks being taught, as well as to identify the objects of connection in them;

- Identifying the points of interconnection between these materials in science textbooks;

- mother tongue and reading literacy subjects Focus on creating conditions that lead to the resolution of interdisciplinary connections in teaching;

- Actively select, develop and skillfully use in the lesson an active form of interdisciplinary integration, methods and tools;

- Collecting sufficient literature and using it in the teaching process to implement interdisciplinary integration;

- identifying related topics aimed at studying the same objects in different disciplines;

- be able to apply the methods of one discipline to the study of objects of another discipline;

- Identifying and implementing points of application of the same theory in the study of certain objects in different disciplines;

- organizing teaching processes that reflect an integrative approach [2].

Integration in education is being widely studied. In particular, in order for a person to be able to enter into personal, social, economic and professional relationships, to take his place in society, to solve the problems he encounters, to have a broad outlook and knowledge in all directions, it is necessary, first of all, to integrate the teaching of subjects, to enter into mutual communication in society, and to develop the competence of perfect mastery of the language and its effective use in communication, that is, communicative competence [4].

Integration is the process and result of forming a single whole based on the identification of significant connections between relatively independent parts and individual scientific disciplines. "The goal of integration is to unify (unify) knowledge, to unite different areas of knowledge, as well as to bring information to a certain state, to highlight the most valuable and important concepts [9].

Therefore, it is necessary to generalize the acquired knowledge with the ability to perform tasks that arise in the process of professional activity, which cannot be achieved solely by accumulating integrative knowledge of individual disciplines.

An integrative approach to education is expressed in the development of a system of general principles and methods of scientific knowledge. It is considered the theoretical basis for understanding pedagogical practice in the educational process and the basis for the development of pedagogical concepts aimed at improving the teaching process [6].

The integration of the educational process harmoniously combines two aspects necessary for pedagogical disciplines:

objective - to establish forms of its transformation by identifying the true expression of being and the means of their implementation;

Expressing the practical - productive side.

Interdisciplinary integration connects knowledge about the essence of science with knowledge of methods of creative transformation. Interdisciplinary integration creates conditions for the synthesis of prior knowledge. An important function of interdisciplinary integration is the task of organizing practice and the task of a constructive principle.

Also, The stratification and integration of scientific knowledge reflect two unique processes of cognition. The relationship between concept and certainty is expressed at two levels: the transition from certainty to concept (stratification) and the transition from concept to certainty (integration). Certainty is the synthesis of many definitions, the commonality of their multifacetedness in this process. In thinking, it therefore serves as a process, a result of synthesis [8].

the primary grades, it can be said that the psychological foundations of teaching the subjects of the mother tongue and reading literacy in the context of interdisciplinary integration are scientific substantiation of the integration educational process, an important source of guidance for pedagogical practice.

An integrative approach to education is expressed in the development of a system of general principles and methods of scientific knowledge. It is considered the theoretical basis for understanding pedagogical practice in the educational process and the basis for the structure of pedagogical concepts aimed at improving the teaching process.

In order to master the achievements of human culture, the new generation must carry out activities similar to those that underlie these achievements. In solving problems regarding the morphological structure of educational activity, the principle of the generality of consciousness and activity is considered an important process.

In educational activities, the rules and behaviors for the integration of consciousness and activity play an important role in the content of knowledge of primary school students. The basis for the differentiation of types of activity is specific methods of actions, which in the process of teaching become integrative skills [11].

The classification of skills according to the content of knowledge (cognitive, practical, evaluative, educational) intersects with the functional classification (reproductive, research, creative). In the psychological substantiation of the integrative nature of education, it can be said that the main function of a person is the creative acquisition of social experience and the inclusion of a person in the system of social relations. A person is a single biological social process, in which quantitative and qualitative changes occur.

of teaching the subjects of the mother tongue and reading literacy in the interdisciplinary content of integration is the control function. It is considered the basis for providing a universal measure that allows the student to record the desired level of mastering the educational material. "One of the functions of the logical organization of educational material is the introduction of feedback in the process of cognitive activities of primary school students [8].

In interdisciplinary integration, "the logical-methodological aspect of science becomes more important - it consists in analyzing the logical structure of the corresponding branch of science and identifying the prognostic functions of the components of this structure - the foundations, theories, laws and regularities, concepts and categories, principles and rules, hypotheses, methods and evidence that together form a system of scientific knowledge.

the content of interdisciplinary integration of the subjects of the mother tongue and reading literacy in primary grades is the scientific analysis of the logical structure of the system of scientific knowledge being studied. The need for interdisciplinary integration is associated with the requirement of the scientific principle in teaching and allows establishing the relationship between scientific knowledge and its educational material [1].

Conclusion. The study of the concepts used in solving the tasks set in the study is relevant to the purpose. In particular, it is about identifying the specific features of organizing the educational process in primary school on the basis of subject integration. Organizing the educational process on the basis of interdisciplinary integration is a gradual replacement of one state with another. The logic of the process is often understood as improving the educational process.

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