Global Scientific Review
A Peer Reviewed, Open Access, International Journal
www.scienticreview.com
Volume 39 May 2025 ISSN (E): 2795-4951

Pedagogical Aspects Of Implementing Subject Integration In Primary Education.

Turdieva Mokhira Jurakulovna,
Renessans ta'lim University.
Associate professor,
Turon academy. Associate professor,
PhD in Pedagogical Sciences

Abstract: This article describes the content, essence of planning and organizing integrated lessons in primary education, the problems that teachers may encounter in the process of integrated education, and ways to overcome them. The pedagogical and psychological aspect of organizing integrated education in the development of students' mental processes and its importance at different age levels, as well as the organization of the use of game technologies, are discussed.

Key words: education system, initial education, student, interdisciplinary connection, knowledge processes, knowledge, skills, abilities, didactics tools, systematic connections.

Indeed, today, sustainability has emerged in the education system of our country. The education system is being improved on the basis of modern innovative and integrated technologies. In particular, raising preschool and primary education to a high level is of great importance. The desire to raise school-age students to the level of a complete person, to educate them faithful to our national and universal values, is the demand of today. For this, the teacher himself must have pedagogical skills, embody high human qualities and be a comprehensive example for his students.

Today, that is, at the current modern stage of education, the teacher's work system is changing radically, it has a wide scope, and pedagogical technologies, integrations, innovations are widely used in practice. In the educational process, through various logical systems, the teacher and, together with him, the students express their knowledge, abilities and skills in the form of deduction, induction, synthesis, generalization, concretization, comparison of thinking.

In this case, all logical processes constitute the internal side of the method, which is inextricably linked with the content. In conditions where interdisciplinary communication is ensured, along with the effective development of the acquired knowledge of students, their cognitive processes, attention, thinking, perceptual abilities, activity, interests, intellectual potential and development of abilities are achieved [1]. Interdisciplinary connection in the educational process, that is, integration, should be understood as a didactic opportunity that ensures the proportionality of curricula and textbooks for different subjects. During the transition to new curricula and programs being implemented in our country, the issues of harmonizing the relationship between society and the environment, establishing and forming a serious attitude towards the environment are of great importance.

In the 19th and 20th centuries, the idea of creating an integrated course for introducing primary school students to the natural environment arose in pedagogy.

This idea is associated with the names of A.Ya.Gerd, D.N.Kaygorodov, and A.P.Pavlov, who demanded the introduction of an undivided course on the surrounding animate and inanimate world in primary school[1].

The integration and interconnection of primary school subjects are poorly developed, contradictions in the educational process, and misunderstandings in programs are poorly expressed. There are many contradictions among scientists about the essence of these connections.

Some aspects of integrated education and interdisciplinary relations have been considered in the research works of famous pedagogues (Ya. Komensky, D. Locke, I. Herbart, M. Pestalozzi, K. Ushinsky, etc.), didactic aspects (I.D. Zverev, M.A. Danilov, V.N. Maksimova, S.P. Baranova, N.M. Katkina, etc.), and psychological aspects of psychologists (E.N. Kabanova, Meller, N.F. Talizina, Yu.A. Samarina, G.I. Vergeles) [2].

It is important to consider what integration is as a phenomenon from a term and methodological point of view.

Integration - from the Latin "integer" - wholeness, "integera" - to complete, create, restore wholeness. The problems of ensuring harmony in the content of education are also considered an area of integration. It is teaching to generalize concepts. In education and upbringing, it generalizes the formation of knowledge, concepts, skills and qualifications, bringing them into the form of a law or rule [1].

We have two concepts about the word "integration":

1. A concept that expresses the state of connection of separately differentiated parts and functions of a system, organism, and the process leading to this state.

2. The process of bringing disciplines closer together, carried out along with the processes of differentiation.

Differentiation - French - (differentiofion) Latin (differentia) - difference, diversity, that is, dividing the whole into parts, separating. Integration of educational content is a world trend (idea, thought, aspiration), the integrative approach reflects the objective integrity of systemic relations at different levels (nature-society-man). Integration is associated with the unification of previously divided parts into a single whole. It leads to an increase in the level of integrity and organization of the elements of the system [1].

During integration, the volume of intersubject, interdisciplinary interdependence increases and is regulated, the functioning of the parts of this system and the integrity of the object of study are regulated [4].

How can these general rules be applied in primary education? Modern didactics and methodology emphasize that the success of teaching, development of cognitive processes and upbringing of primary school students is associated with the formation of concepts about the unity of the world of knowledge, their understanding of the need to organize their activities on the basis of general laws of nature, their ability to unravel, understand, and comprehend inter-subject and intra-subject connections in natural science and other lessons. Integration in education is considered through a systematic approach to designing the content of educational subjects.

As the psychological basis of the process of integrating school education, one can see the ideas of psychologist Yu.A. Samarin about associative thinking.

The essence of these ideas is that any knowledge is an analogy, and a system of knowledge is a system of analogies. Yu.A. Samarin distinguishes the following types of analogies:

-local (local, limited to a specific place, thing);
-related to a system;
- intra-system;
- inter-system;
- classifies levels of mental activity according to the nature of combining them with the corresponding level of their analogies [2].

The simplest of the connections that form the simplest knowledge about nature or an object is a local representation limited to a certain place or concept. This connection is relatively isolated from other knowledge, therefore, it provides the simplest mental activity, this feature is characteristic of students of junior school age. Representations belonging to a system are the simplest systematic representations. These simple understandings are formed on the basis of studying a topic, object or phenomenon. In primary school students, knowledge of a subject is achieved by selecting new facts and concepts by comparing them with their existing knowledge. The simplest generalization of knowledge occurs, but it is also expedient if the new knowledge obtained is connected with knowledge that is close to it.

This is where the analysis and generalization activities of students occur. Representations within the system ensure that students know entire disciplines. (physical, chemical, biological, knowledge systems) within the framework of the studied subject, there is a wide use of knowledge [6]. Intra-system representations reflect time, environment, and number connections. Intersubject representations are the highest level of mental activity. They combine different systems of knowledge, allowing us to understand the diversity of a phenomenon or process. Based on this knowledge, general concepts are formed. The formation of intersystem representations allows us to use knowledge, subordinate it to each other, and identify gaps in the boundaries of knowledge.

In conclusion, the goal of today's pedagogy is to closely assist teachers in implementing integration, which is aimed at combining elements and parts of different disciplines with the same goals and objectives into a whole. Integration is a source of developing teachers' cognitive processes and finding new evidence that confirms or deepens their observations and conclusions in different disciplines [5]. In the process of integrated lessons with primary school students, the alternation of different forms of activity and the use of game technologies prevent fatigue and excessive nervousness of primary school students.

LIST OF REFERENCES:

1. R.A. Mavlonova, N.X. Voxidova, N-X. Rakhmonkulova Theory and history of pedagogy. Textbook T:. Science and technologies. 2010
2. A.I.Haitov. Primary education pedagogy, innovation and integration. T.: 2021.
3. Turdieva M. J. Modern development of creative abilities of preschool children on the basis of pedagogical creativity //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – T. 11. – No. 3. – P. 814-819.
4. Turdieva M. PRESCHOOL AGE IS AN IMPORTANT TIME TO FOCUS ON CREATIVITY //Materials of the MICND conference. – 2021.

Volume 39 May 2025 ISSN (E): 2795-4951

5. Turdieva M. J., Olimov K. T. Game Technologies As An Innovative Type Of Student-Centered Education //The American Journal of Social Science and Education Innovations. - 2021. - T. 3. – no. 02. – S. 183-187.
6. Turdieva, Mokhira Jurakulovna. "PRINCIPLES AND METHODOLOGY OF DEVELOPMENT OF CREATIVE SKILLS OF PRESCHOOL CHILDREN." Innovative Development in Educational Activities 2.8 (2023): 49-53.
7. Turdieva M. Pedagogical aspects of the development of creative abilities of preschoolers based on an innovative approach focused on the personality //E3S Web of Conferences. - EDP Sciences, 2023. - T. 420. - S. 06037.