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«НАУКА И ПРОСВЕЩЕНИЕ»**



АКТУАЛЬНЫЕ ВОПРОСЫ СОВРЕМЕННОЙ НАУКИ И ОБРАЗОВАНИЯ

**СБОРНИК СТАТЕЙ VIII МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ КОНФЕРЕНЦИИ,
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Сборник предназначен для научных работников, преподавателей, аспирантов, магистрантов, студентов с целью использования в научной работе и учебной деятельности.

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ОСОБЕННОСТИ И ПРОБЛЕМЫ РЕГУЛИРОВАНИЯ ПРОЦЕДУРЫ ПОСТУПЛЕНИЯ НА ГОСУДАРСТВЕННУЮ ГРАЖДАНСКУЮ СЛУЖБУ В РОССИЙСКОЙ ФЕДЕРАЦИИ РОЗИНКИНА ДАНА АЛЕКСАНДРОВНА.....	148
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УДК 37

THE WAYS OF USING INTEGRATIVE APPROACH IN PRIMARY SCHOOL LESSONS

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Аннотация: В статье анализируется важность обучения учеников более эффективно, чем на начальных этапах обучения и с использованием интегративного (комплексного) подхода. Сочетание родного языка и уроков чтения в начальной школе улучшает качество образования, расширяет ассоциативные взгляды учащихся и облегчает и ускоряет освоение уроков учениками, в результате чего родной язык акцент делается на содействии достижению целей науки.

Ключевые слова: интеграция предмет чтения, цель обучения на родном языке, методика преподавания родного языка, ассоциативное мировоззрение.

СПОСОБЫ ИСПОЛЬЗОВАНИЯ ИНТЕГРАТИВНОГО ПОДХОДА НА УРОКАХ НАЧАЛЬНОЙ ШКОЛЫ

Chullieva Gulchekhira Toshpulot qizi,
Shirinova Dilnoza Xurshid qizi

Abstract: The combination of the native language and reading lessons in elementary school improves the quality of education, broadens the associative views of students and facilitates and accelerates the learning of lessons by students, as a result of which the mother tongue focuses on contributing to the achievement of science goals.

Key words: integration subject of reading, purpose of teaching in the mother tongue, methods of teaching the mother tongue, associative worldview.

Combining mother tongue and reading lessons in the primary grades improves the quality of education, expands the associative outlook of students and makes it easier and faster for students to master the subject, as a result of which the mother tongue It helps to achieve the goal of science. We know that the associative worldview plays a very important role in human life. The formation and development of a child's positive thinking, especially in primary school, depends on the associative worldview. If in the context of preschool education the child develops the ability to connect one thing to another in his thinking, to find commonalities, connections and, of course, differences between two bodies, events, concepts or processes, an elementary school teacher does not face serious problems when working with such a child.

According to psychologists, the manifestation of one mental process creates another (related to the previous) mental process due to association. There are basically three types of associations: the association of contradictions - the law of involuntary incarnation of images of others in relation to the re-perception or imagination of something and events that have previously contradictory qualities. For example, when a child, like all conscious people, hears or reads the word "heaven", he involuntarily utters the word "earth", when he perceives the word "intelligent", he utters the word "stupid" or when he says "sweet", he says "bitter". The association of similarities is, of course, the process of encountering one on the basis of common features of a particular object, event, process, or concept, such as the voluntary or involuntary reproduction of the images of oth-

ers in thought. This includes, for example, when a child sees a computer and remembers a laptop or netbook.

In primary education, the subjects "Mother tongue", "Reading" are taught in nature, fine arts, mathematics and etiquette, or rather, in the early stages of education. the possibilities of teaching in conjunction with all subjects, that is, of establishing interdisciplinary connections, are extremely wide and varied. Interdisciplinary links are, first and foremost, the key to continuity in education. Membership may not be limited to one class or subject. Given that the globalization of education, that is, the implementation of a comprehensive approach to the educational process is one of the most pressing issues of today, human life has no meaning if it is not inextricably linked with the past, present and future. As long as it has become a rigid, uninteresting, and unattractive phenomenon, we must not associate every lesson taught in school with all other subjects, as well as the hours taught at all types and stages of education, for the sake of education. the time we spend, the work we do, is wasted. Today's education teaches students to perceive existence as a holistic system, to develop the ability to understand the interrelationships between events and happenings, interdisciplinary connections, generalities relevant to each subject, and the emergence of these commonalities in the features should help to understand the nature, possibility and cause of the relationship between the events, realities, consequences and their interaction.

In the second stage, students will be introduced to the text. Now the process is in line with what the students learned in the Etiquette lesson: human qualities that are acceptable to all, and vice versa. by talking about it, it can help students gain a deeper understanding of the idea of the work and again develop the child's ability to express their independent opinion freely. It is a good idea to use students in small groups and do homework.

Task: Fill in the table below based on the information provided.

Table 1

<i>THIS IS A GOOD VIRTUE</i>	<i>THIS IS A BAD VIRTUE</i>
<i>generosity,...</i>	<i>,... enmity,...</i>

Generosity, enmity, envy, humility, sweetness, patriotism, otherness, deception, malice, drunkenness, treachery, slander, industriousness, deceit, intolerance, reading...

Of course, not all the words are familiar to the reader. It makes sense to work on the meaning of those words (for example, *humility, hostility, tolerance, etc.*).

In the third stage of the analysis of the text of the narration, the essence of the topic should be generalized and summarized. Conducting this stage in conjunction with the visual arts can have a significant impact on lesson effectiveness.

At the end of the lesson, if the homework is to make a gold-filled jar found by the legendary gardener, it is possible to connect the subject with labor (technology) lessons, increase interest in science and enrich students' imagination through handicrafts.

In the primary grades, in our opinion, it is important to pay attention to the following when integrating reading and mother tongue lessons:

- Any method of providing theoretical information in each lesson, of course, should serve to achieve the educational goal;
- Additional material selected on the basis of interdisciplinary relevance must be directly related to the topic;
- It is important to rely on pedagogical cooperation to increase the activity of students in the process of integrative education;
- The process of integrative education should be the basis for the child to understand that nature, human thinking, the development of society are inextricably linked. After all, a person's mother tongue is the main tool for them to know the world.

However, as the great didactic scientist Jan Amos Comenius put it, "Everything that is interconnected must be studied in the same way." I.V.Pestalossi, in his didactic article, elaborates on the issue of interdependence in textbooks: "Imagine interdependent disciplines, understand that they are in a state of organic interdependence in nature." . Pestalossi argues that it is even dangerous for one science to move away from another.

The integration of subjects in the process of primary education is theoretically and practically very im-

portant in terms of modern requirements and becomes more relevant on the basis of new social goals. However, the greatest responsibility of the modern education system is to ensure that our students have the intellectual potential and become highly qualified personnel who will be able to raise the country's reputation to world standards in the future.

Scattered teaching of general education subjects in the school, not linking them together, prevents students from perfecting their knowledge and understanding that being is a whole system (system), for the student makes it difficult to understand science topics. So, the key to solving all these problems depends on the skills of the teacher and their ability to direct integrative education.

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