INTERNATIONAL JOURNAL OF SCIENTIFIC RESEARCHERS
ISSN: 3030-332X Impact factor: 8,293 Volume 8, issue 2, November 2024
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INTEGRATIVE APPROACH IN PRIMARY EDUCATION

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Annotation: Modeling methodological innovations in primary education in the form of meaningful, organizationally active and targeted methodological innovations. Studied the theory and practice necessary for the systematic renewal of primary education that meets the requirements of the state educational standard of primary education.

Keywords: innovation, State educational standard, qualification requirements, primary, education

Аннотация: Моделирование в начальном образовании методических инноваций в форме содержательных, организационно активных и целевых методических инноваций. Из учены теория и практика, необходимые для системного обновления начального образования, отвечающего требованиям государственного образовательного стандарта.

Ключевые слова: инновации, Государственный образовательный стандарт, квалификационные требования, начальное образование.

The problem of integrating primary school education is important and relevant for both theory and practice. Recently, there have been several approaches to the issue of integrating primary education: from teaching a lesson by two subject teachers or combining two subjects into one lesson and teaching it by one teacher, to organizing integrated courses and radically changing the content of primary education.

Today, education is valued as the most valuable asset in the world. Therefore, special attention is paid to creating opportunities for all people to receive quality education throughout their lives by introducing mechanisms to improve the effectiveness and methods of assessing educational outcomes at all levels of education.

Primary education is one of the crucial stages of the continuous education system in our country. Because this stage, by its very nature, provides students with basic knowledge in subjects. Therefore, according to the State Educational Standard, a primary school teacher must help children develop their logical thinking skills, intellectual development, worldview, communicative literacy, and self-awareness, and achieve the development of the skills of independent thinking, understanding the opinions of others, and expressing their own thoughts clearly both orally and in writing.

Therefore, it is necessary to create and implement educational and methodological manuals aimed at the widespread introduction of advanced pedagogical and innovative technologies in order to eliminate the monotony of the learning process in primary grades, to ensure diversity and color in the teaching process. At the same time, the use of specially prepared multimedia applications, videos, and various animation materials during the lesson, when organizing the learning process, increases students' interest in the subject, forms practical thinking and imagination, and allows them to quickly understand it.

It is also advisable to organize musical breaks during the lesson so that students do not get tired and bored. Similarly, the use of didactic games and puzzles in mathematics lessons in primary grades further develops students' logical thinking and responsiveness. The formation of the educational process in primary grades of secondary schools using information and communication technologies is a continuous, sequential process in which the teacher provides the student with the necessary elements and didactic materials for independent implementation without the teacher's participation (setting learning problems, determining the practical subject content, showing examples of the implementation of each individual action, monitoring the implementation of each movement and action, assessing the solution and completion of the problem).

Computer-based learning in elementary grades is seen as changing and enriching elements of the subject environment. It is at this age that elementary school students undergo a process of rapid development of the child's mental abilities, and a foundation is created for the development of his intellectual potential. The use of pedagogical, innovative and information technologies in the educational process creates an opportunity to effectively solve the current issues of primary education, including:

♦ by making the learning process interesting and productive, the student's motivation to comprehend the material increases;

♦ the skills of independent work and self-control develop;

♦ ensures the effectiveness of the lesson and the mastery of each student;

♦ overall active development is achieved by developing the thinking, sense of knowledge, goal-orienteers, and spiritual imagination of each student;

♦ ensures the active work of all children in the class.

The introduction of innovative and information technologies into the educational process can be characterized as a logical and necessary step in the development of the modern information world. The rapid introduction of computers into the educational process has led to new types and forms of teaching that have never been seen before in the lives of teachers. The use of information technologies in primary education is associated with solving two main problems: teaching children to use new technical means and using computer technologies to open up and improve new opportunities for students in their educational and extracurricular activities.

The use of information technologies in lessons places the following requirements on teachers:

♦ knowledge of using a modern pedagogical computer;

♦ the ability to use computer-aided teaching aids and have the skills to apply them in the educational process;

♦ constant improvement of their knowledge in computer-aided teaching, etc.

From the above, it should be concluded that a primary school teacher must organize educational work at a high level.

In particular:

♦ organize and conduct classes in accordance with state educational standards;

♦ organize lessons based on modern pedagogical methods and ICT tools;

♦ it is necessary to rationally solve such tasks as integrating education with upbringing, forming the spiritual and educational consciousness of students, etc.

The main goal of primary education is to form a child's positive attitude towards reading, the most necessary skills today - reading literacy, working with various information, knowledge of basic mathematical operations and their application in everyday life, logical and creative thinking, self-management, ability to behave in a team, mastering the rules of the culture of written and oral communication, and organizing educational activities. The professional potential and level of education of a primary school teacher, knowledge of child psychology, and modern primary education methodologies are of great importance in improving the quality of primary education. It is expedient to form the necessary skills in primary school students, raise the quality and efficiency of primary education to a new level, and introduce modern methods and means of teaching into practice.

Today, the interest and attention to the application of innovative technologies, pedagogical and information technologies in the educational process is growing day by day. One of the main reasons for this is that in traditional education, students are taught to acquire only ready-made knowledge, while in primary education, modern technologies teach them to search for the acquired knowledge by themselves, to study and analyze independently, and even to draw conclusions by themselves. In this process, the primary school teacher creates conditions for the development, formation, learning and education of the individual. Improving the quality and efficiency of primary education in all general education schools requires the application of modern pedagogical, innovative and information technologies to the educational process, popularization of advanced work practices.

Creativity is a complex psychological process associated with the creation and discovery of new things of social significance in science, technology, production, culture and other areas. Human thinking, memory, imagination, attention, will actively participate in it, and knowledge, experience, and talent are manifested in creativity. According to Abu Nasr Al-Farabi, “creativity is such a great virtue in the process of knowledge that a person must use all his other virtues to master it.” Indeed, in the process of creativity, a person searches, observes, conducts research, analyzes the results and draws logical conclusions. Creativity is the most basic and active form of manifestation of independent thinking qualities in a person. Although the definitions given to it differ significantly from each other, some of its common features can be identified, which are: firstly, the qualitative novelty of the product obtained as a result of creativity; secondly, the fact that these features were not present in the initial foundations of creativity; Thirdly, any creative activity is characterized by the need for intellectual exploration.

In our opinion, the student's creativity is the ability to connect the acquired knowledge with practical evidence and events, to correctly evaluate and analyze the results obtained, and to generalize with previously acquired knowledge. Creative activity is complicated by the insufficient psychological readiness of the teacher and students for this process. Constantly

relying on certain methods, forms, and means leads to the inability to adapt to new situations and to act in unexpected situations.

This psychological state can manifest itself in various forms, including:

♦ total rejection of the opinions and ideas of others;

♦ firm defense of the generally accepted point of view;

♦ application of old methods to new content and means;

♦ preservation of old methods in new methods;

♦ application of traditional methods to solve a generally new problem, etc.

When organizing students' creative activities, two interrelated tasks should be taken into account. The first of them is the development of independent thinking in creative activities, the formation of students' aspiration for knowledge acquisition, and their scientific worldview; the second is the training of students to independently apply the acquired knowledge in education and practical activities. Creativity is a type of activity that serves to ensure the solidity and completeness of the knowledge acquired by students, to form in them the qualities of an active and independent thinker, and to develop their intellectual abilities. This is especially important for future specialists in mastering the foundations of science, and subsequently in implementing approaches based on professional creativity in directly managing this process. An analysis of the experiences of advanced teachers has shown that in order to develop creative activities, a system of creative tasks and tasks is needed, in which logical operations are formed and developed in students during classes using the above classifications and principles. Factors for the development of students' creative activity should be the basis of educational activities in each subject and in each lesson. Since creative activity covers all aspects of the teacher and student's activities, we believe that its effective organization will ensure the quality of the entire educational process.

Innovation exists within a specific educational system and arises based on innovation. Thus, innovation can be understood as a process of educational development through the creation, application and assimilation of innovations. Innovation begins with determining which part of the educational process needs to be changed. The subject of pedagogical innovation is the relationship between the effectiveness of the innovation process and the factors determining it, as well as methods of influencing these factors in order to increase the effectiveness of changes. Innovative processes are divided into the following stages:

1. The stage of the birth of new ideas and the emergence of the concept of innovation. This is conditionally called the creation of innovation as a result of fundamental and applied research.

2. The stage of creation. The innovation implemented in a specific object is a material or spiritual thing-sample.

3. The stage of introducing innovation. The created innovation is applied in practice, processed. This stage ends with achieving a higher effect than the introduced innovation. Then the independent movement of the innovation begins. In the process of application, innovations are further divided into other stages.

4. The stage of implementing innovations. It is manifested in the widespread application of innovations to other areas.

5. The stage of stable service of the innovation in a certain field. During the application of the innovation, it solidifies its novelty character. This stage ends with the introduction of more effective innovations instead of the innovation. One innovation is replaced by another, even more effective one.

6. The stage of reducing the scope of innovations in order to replace them with other innovations.

Innovative processes in the field of education are divided into two types:

1. Spontaneous innovations. They are carried out without fully understanding the structure of the conditions, means and ways of implementing the innovative process or without being tied to the need that gave rise to it. Such innovations are often carried out on an empirical basis, based on the requirements of the situation, without being tied to scientific foundations. Examples of such innovations include the activities of innovative teachers, educators, and parents.

2. Innovations in the education system are the result of conscious, purposeful, scientifically developed interdisciplinary activities. Innovation in the field of education involves introducing innovations in the goals, content, methods and forms of education, and the organization of the pedagogical process.

The innovation process, through a set of stages and tools, turns into a scientific novelty or idea, social novelty, including educational novelty. Innovations can be classified as follows:

1. According to their functional capabilities, all pedagogical innovations: innovations are conditions that ensure an effective educational process (new content of education, innovative educational environments, socio-cultural conditions); innovations are pedagogical tools, technological educational projects, etc.; innovations in organizational management (solutions that ensure the quality of education).

2. According to the field of implementation and application of innovations: in the content of education; in teaching technologies, in the educational sphere of the education system; in the system of interaction of participants in the pedagogical process, in the system of pedagogical tools.

Systemic innovations are innovations that arise from a specific problem framework, have a clear goal and objectives. They are formed on the basis of the interests of teachers and students and have a cohesive character. Such innovations are thoroughly prepared, undergo expert review, and are provided with the necessary means (personnel, material, scientific and methodological support). As is known, the subject of pedagogical innovation activity is the teacher and his personal potential. In this case, the socio-cultural, intellectual and moral potential of the teacher's personality is of great importance. The essence of the innovative process is reflected in the content of the joint activity of teachers and students, in this process the teacher helps students overcome the difficulties that arise. The main essence of pedagogical assistance is expressed in the description of the innovative method, its goal-orienteers, as well as the tasks to be solved in the formation and education of the personality.

In primary school, the teacher himself performs the role of the link implementing integration. He teaches children arithmetic, writing, many elementary concepts of nature and much more. He does this work to the best of his ability and capabilities. We can even consider the teaching of one teacher in primary grades as a method of integration. Methods of implementing integration can be good or bad. The essence of the problem is that, turning away from one of the methods, he introduces the development of integration measures that take into account the age characteristics (psychological and physiological) of teachers at all levels. This formulation of the problem is that integration has different characteristics at different levels of education. It is appropriate to consider integration in primary school on the basis of combining relatively close subjects. From the next levels of education, he tries to unify the boundaries of the main subjects. It is necessary to take into account the presence of positive and negative factors in the integration of primary education. These factors determine the methods of integration. Yu.M. Kolegin and O.L. Aleksinko indicate the negative factors of integration as follows:

♦ a limited number of subjects - the content of the large amount of knowledge being acquired can be supplemented by reflecting the true picture of the world, the interconnectedness of its parts.

♦ the need to form the very important skills of reading, writing and counting. These things seem to require teaching, divided into disciplines.

Such integration does not interfere with the acquisition of important skills, but rather ensures their formation. According to Robert Carlos, primary school should not only teach reading, writing and arithmetic, but also carry out a much more important and larger task. Because stimulating the intellectual activity of each child during the formative period is as important as his natural abilities for his subsequent success. The difficulty of presenting integrated courses in a way that is understandable and interesting to children of this age. The ways to overcome this factor are to develop the most appropriate methods tested in practice and a special system of teacher training.

In conclusion, the moral upbringing of the younger generation is a very complex and responsible task. Accordingly, we consider this area to be a historical process that has been going on for a long time. In order to strengthen our future and educate the future generation, we need qualified and mature personnel, knowledgeable and skilled professionals with modern knowledge. How young people learn and think depends on what kind of upbringing they receive. For this, the activities of qualified teachers play a very important role. One of the positive aspects of the emergence of critical thinking in children is that it prevents them from succumbing to the mood of gossip. They can protect themselves from various foreign elements. They can also distance themselves from low-quality cartoons or films, which are one of the forms of mass culture. The child's voluntary protection from unnecessary information is one of the greatest achievements. Today, the society, which is constantly reaching the heights of advancement, demands the development of children who are more educated and talented than ourselves. Learning a lot of knowledge does not make a person wise, the truths realized in life give more spiritual food. This is the experience and training of the great ancestors. Children's bright future is in the hands and experience of real people today.

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