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# WAYS OF ORGANIZING INTERDISCIPLINARY INTEGRATION IN PRIMARY CLASSES

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**Annotation**

This article highlights the theoretical foundations, pedagogical significance, and practical opportunities for organizing interdisciplinary integration in the primary education system. The essence of interdisciplinary integration is substantiated by its role in helping students perceive the environment holistically and acquire knowledge in a systematic and logically connected manner. This article is of practical importance for primary school teachers, students of pedagogical faculties, and researchers interested in applying innovative approaches in the educational process.

**Keywords**

interdisciplinary integration, primary education, integrated lesson, thematic approach, project-based learning, interactive methods, competence.

The opinion of the President of our country, Sh. Mirziyoyev, "We consider it our top priority to improve the activities of all links of the education and upbringing system based on today's requirements," is of great importance. Organizing lessons in schools with a connection to each other is a modern requirement; this shapes students' worldview and develops their logical thinking abilities and practical knowledge.

Today, there is much talk about integrating primary school education. This concept is characterized by the young school student accepting the world around them as a whole, for whom the names natural science, Russian language, music, and other academic subjects are not just names, but are characterized by the interesting diversity of the objects around them—sounds, colors, and volumes. The teacher feels and knows that children need to be taught to see the connection between all things in nature and everyday life. Therefore, questions such as whether educational integration meets modern requirements and how to organize it are becoming urgent. The idea of educational integration began to be discussed along with differentiation and individualization in public education. If the differentiation of primary school education requires the level of readiness for independent work with books, textbooks, and other literature, as well as the active formation of interests at a young school age, the basis of integration can be the deepening, clarification, and expansion of some general concepts that are objects of study of various sciences. The interactive course of education is a visual education system that studies the secrets of creating visual skills based on deepening and expanding integrated knowledge. The visual education system is built on different types, forms, methods, and objects.

The goals and objectives of the integrated course are described within the school natural science education system. The methods and means of integration in the integrated (visual) branch of knowledge are characterized by the volume of time in the educational plan, the time required to fully master the course, the students' level of assimilation, their multi-purpose and colorfulness, as well as their multi-functionality.

In modern education, interdisciplinary integration aims to create convenience for students by connecting various subjects and fields. These integration methods require students to broaden their understanding and develop their thoughts by studying various subjects together, integrating

with issues and problems. These methods consolidate skills for the student and strengthen their knowledge and skills.

Integration (from the Latin *integratio* – restoration, completion, *integer* – whole). This word has its function in several meanings. However, in pedagogical education, it is interpreted in the sense of a concept denoting the process of convergence and interrelation of sciences. The word integration is also used in the same place as the word differentiation. Integration is closely related to differentiation. These processes are reflected in the construction of the system of academic subjects and in the search for ways to generalize the knowledge of young people. Differentiation is understood as dividing the whole into its constituent elements or isolating them.

Some aspects of improving teaching and upbringing from the point of view of integration in teaching students have been noted in the works of famous classical pedagogues (Y. Komensky, J. Locke, I. Herbart, M. Pestalozzi, K. Ushinsky, et al.), as well as didactic scientists (I. D. Zverev, M. A. Danilov, S. P. Baranov, N. M. Skatkin), psychologists (E. N. Kabanova-Meller, N. F. Talizina, Yu. A. Samarina, G. I. Vergeles), and methodologist scientists (M. R. Lvova, V. G. Goretsky, N. N. Svetlovskaya, Yu. M. Kolyagina, G. N. Volkov, et al.).

Uzbek scientists are also carrying out necessary research in this area. In modern education, interdisciplinary integration consists of several approaches that provide interconnections for students over each subject and topic, which, for example, ensures the connection of mathematics and technologies with various other subjects. This method is useful for teachers and students because it gives them access to guides and electronic resources to best understand the topic. In addition, this method generates more motivation for students and links their interests to the necessary subjects. L.N. Bakhareva, in her article "Integration of Primary School Curricula on the Basis of Regional Studies," emphasizes that "Integration is a process of rapprochement and connection of sciences carried out together with differentiation processes. It is a higher form of realization of interdisciplinary connections that helps to create new, whole, holistic knowledge." The word "integration" comes from the Latin *integratio* - restoration, completion, connection, and *integer* - whole.

1. The Concept of Interdisciplinary Integration and its Pedagogical Theoretical Foundations

Interdisciplinary integration is the process of purposefully connecting the content and methods of two or more subjects in the educational process to form a holistic, context-linked system of knowledge in students. The purpose of integration is to teach subjects not as separate fragments, but as a system of interconnected knowledge.

Theoretically, integration:

- Introduces a systemic approach to the educational process because it identifies and harmonizes connections between knowledge areas.
- Emphasizes the contextual, real-life-linked nature of knowledge, which increases students' thinking potential and diverse competencies.

2. Pedagogical Objectives of Organizing Integration in Primary Classes

The main goals of interdisciplinary integration in primary education are the following:

1. To form a holistic system of knowledge in students: topics are taught in connection with each other, which reinforces knowledge.
2. To develop thinking and reasoning skills: interdisciplinary tasks encourage analysis, generalization, and critical thinking in students.
3. To support students' creative and independent learning activities.
4. To increase the effectiveness of the educational process: it encourages students to understand the topic in a real context.

3. Ways of Organizing Interdisciplinary Integration

The following methods and ways cited in scientific sources are pedagogically classified:

3.1. Organizing Integrated Lessons

• Combining the content of several subjects under a planned common topic: for example, "Nature and Mathematics," "Native Language and Social Studies." Lessons are based on cross-conceptual connections rather than just competencies. A logical connection between the listed topics is shown to students, and they are directed to apply them in practical contexts.

3.2. Project-Based Learning Method

This method allows students to carry out interdisciplinary tasks through practical projects. For example, the "Nature Protection" project integrates mathematics, native language, music, and art subjects. This approach enhances their capacity for independent research, shapes problem-solving skills, and teaches them to apply several subject concepts simultaneously.

3.3. Thematic Integration (Lessons based on a theme)

In this approach, a primary theme (for example, "Nature and Society") is determined, and meaningful connecting lessons from several subjects are organized based on this theme. This approach allows students to study important concepts related to the topic from multiple perspectives.

3.4. Interactive Activity Methods

Through these methods, students constantly participate actively: group works, problem-based tasks, integrated exercises based on games. These interactive methods strengthen students' social, communicative, and creative thinking skills.

4. Success Factors in Interdisciplinary Integration

1. Scientific research emphasizes the following conditions for effectively organizing integration:

2. Clearly defining goals and objectives in advance – the lesson objectives must be harmonized across subjects.

3. Teacher's methodical competence – deep pedagogical and subject knowledge is required to conduct integrated lessons.

4. Adaptation of the curriculum and program content – the content of subjects is linked to each other in a pre-planned order.

5. Sufficiency of resources and materials, including visual aids, practical tools, tests, and project assignments.

5. Effectiveness and Results of Interdisciplinary Integration

When interdisciplinary integration is applied:

• Students' ability to absorb knowledge in a systematic and context-linked manner increases.

• Independent thinking and creativity skills are developed.

• The educational process is linked to real-life situations, which strengthens students' motivation to learn with practical results in mind.

6. Conclusion and Scientific Recommendations

The effective organization of interdisciplinary integration in primary grades serves not only to harmonize knowledge but also to help students:

• Form creative thinking;

• Strengthen independent research skills;

• Develop the ability to solve complex problems.

Therefore, pedagogues need to: clarify interdisciplinary blocks in the lesson plan, introduce thematic and project approaches, enrich education with problem-based tasks, and support students' individual abilities.

Pedagogical Objectives of Interdisciplinary Integration in Primary Classes

The main goals of interdisciplinary integration in primary education are the following:

1. To form a holistic system of knowledge in students;
2. To teach understanding the interconnectedness of environmental phenomena;
3. To develop logical, critical, and creative thinking;
4. To link with real-life situations;
5. To increase students' interest and motivation in learning;
6. To form skills for independent and creative activity.

Forms and Methods of Organizing Interdisciplinary Integration

In primary grades, interdisciplinary integration is implemented through various forms and methods.

Primary school students perceive the environment in a state of synthesis. The boundaries between subjects are not clear to them. Therefore, integrated education: adapts to the psychological development of students; facilitates the understanding of knowledge; provides an opportunity to link topics with life.

The main goal of interdisciplinary integration is to form a holistic system of knowledge in students. Based on this goal, the following tasks are defined: to reveal the connection between subjects; to develop students' independent and critical thinking; to apply knowledge to practical activities; to enhance students' creativity and initiative.

Cross-thematic integration: Using elements of several subjects within one topic (for example, linking the topic "Spring" with reading, natural science, and fine arts).

1. Cross-curricular integration: Relying on knowledge gained from other subjects during one subject lesson.

2. Problem-based integration: Applying knowledge from various subjects based on a life problem.

3. Project-based integration: Strengthening interdisciplinary connections through group project work.

Forms of Implementing Interdisciplinary Integration

Interdisciplinary integration in primary grades can be organized in the following forms: Integrated lessons; thematic weeks; interdisciplinary competitions; creative and practical activities; didactic games.

The Impact of Interdisciplinary Integration on the Educational Process

As a result of interdisciplinary integration: students' interest in lessons increases; deep and conscious assimilation of knowledge is ensured; students' speech and thinking develop; the continuity between subjects is ensured.

The Role of the Teacher: The role of the teacher is important in effectively organizing interdisciplinary integration. The teacher must: know the content of the subjects deeply; carefully plan integrated lessons; use innovative pedagogical technologies.

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