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IMPROVING THE INTEGRATION OF SCIENCES IN EDUCATION OPPORTUNITIES

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Abstract:

In this article, the improvement of interdisciplinary integration in education, the realization of acquired knowledge and skills of elementary school students in the content of interdisciplinary integration, the understanding of the essence of the existence in nature, the processes and events that take place in them, this study The problems of forming a scientific worldview in students by comprehensively imagining general and specific concepts in the content of science, and applying them to practice are highlighted. Also, the process of improving the interdisciplinary integration in primary education is covered.

Keywords: Integration , School, Education, Learner, Content, Form, Method, Tool, Culture.

It is known that the improvement of interdisciplinary integration in the educational process cultivates determination and will in the student's work, as well as algorithmic discipline and, most importantly, expands his thinking. Interdisciplinary integration is the basis of knowledge of the world and is important in revealing the specific laws of the events and phenomena around us, although the development of science cannot be imagined without studying academic subjects. That's why interdisciplinary integration for universal of culture structural part is considered

In particular, on the basis of the integrative approach, the selection of regulatory, cognitive and communicative issues at the stage of development of logical thinking skills in primary education, which is considered the main link of the educational process, certain consistency and interdependence provided. In solving the proposed problems in elementary school students, familiarization with terms, solution and control are carried out in three successive stages.

All stages of collaborative problem-solving in the context of learning cooperation have a certain specificity in relation to individual solutions, but timely and effective control of individual solutions is of particular importance, and the generalization stage is regulatory, cognitive and on the basis of an integrative approach to communicative learning behavior, an increase in the level of mastery in educational cooperation was observed in the implementation of functional links of educational activities of primary school students [2].

The criteria for improving interdisciplinary integration in primary education (motivation, personal qualities, self-management, reflexivity, creativity) are developed on the basis of ensuring the coherence of strategies for the development of logical thinking skills (problematic, interactive, creative, practical, reflexive) . This is the student's professionalism , productivity and personal and makes sense thinking abilities development is a measure . So , integrative approach based on initial class in their students knowledge development criteria motivation , personal adjectives , self himself management , reflexivity and from creativity consists of [3].

Effectiveness of improving interdisciplinary integration in primary education based on the following:

b improvement of interdisciplinary integration in secondary education is carried out using generalized methods;

improvement of interdisciplinary integration in elementary grades plays an important role in clarifying abstract concepts and increasing their effectiveness [11].

The formation of the content of general education is aimed at ensuring the strengthening of the socio-economic aspects of the humanization of the teaching of all school subjects. Elementary science aims to vividly reflect the deeply humanistic nature of our society. The cycle of natural sciences plays an important role in educating students in the spirit of humanity. One study sciences each other and borderline sciences large ideas , factors , conclusions limiting is in unification .

Improving interdisciplinary integration in primary education content students each bilaterally spiritual to development , in them different different thinking to develop directed . Har one study science

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learning of the student the material understanding process , it remembering stay , influence happiness activator , thinking , speech and the imagination developing spiritual attention to create possibility will give . Especially knowing in the process each other with organic depends has been thinking types development very important

To experience based on thinking generalization and conclusions for alive observation , preliminary information collection task performs He teaches students about real events and incidents read them note to do and to collect teaches . Abstract thinking separate received in events their essence according to to know , to determine possibility will give [9].

Sciences between mutually membership nature and society events between there is of unity objective is a reflection . Therefore , mutually unity nature and in society thing and to events special common and important feature is considered Har one things , events with has been relationship to know invites [1].

In addition, every general education is aimed at enlightening students about the nature of academic subjects that take into account the needs of the national economy. The content of all academic subjects, their relevance to life, directs students to participate in production, to work with the most basic tools.

This teaches the deep fundamentals of general development. Science develops in contradictions. When communicating with them, students are directed to independently solve the flow of artistic information and give them the correct assessment.

For elementary education, it is necessary to choose works of spiritual and historical importance that illuminate the period well. Such works bring the child into the spiritual life of the time, they show typical life events and events from different points of view and through different images. Therefore, interactions and complementarities are of great importance in primary education. Children's age characteristics do not prevent them from making complex figurative conclusions.

Great importance is attached to the use of integrated education in the educational process. The structure of integrated lessons requires the accuracy and consistency of the materials studied at all stages of learning, careful study and logical interconnections. This can be achieved by the fact that the educational material in the program is compact, in addition, by introducing some modern methods of organizing the study of the educational material [5].

Each subject in elementary school is an integrated course, in terms of content, they are inextricably linked to each other, which ensures the acquisition of knowledge about the environment that is understandable for junior schoolchildren. Children of this age have not only an emotional attraction to learning about nature, but also motivation to learn. Taking into account these characteristics of students, it is necessary to fill the learning needs with new content in order to support their interest.

In improving interdisciplinary integration in elementary grades, the game tool is superior and more effective than all other forms of teaching, because it allows students to develop their whole life, personal activity, and independence. The pedagogue should aim to manage the game wisely and use it for educational purposes .

"Natural Sciences" and "Mother Language Literacy", which are taught in grades 1-4, play an important role in establishing interdisciplinary integration in elementary grades. In it, mother nature serves as the main tool in educating the young generation in the spirit of patriotism.

In the elementary grades, by studying the subjects of "Natural Sciences" and "Mother Language Literacy", they learn to feel and understand beauty, study the laws of nature, strive, observe, work hard, and love the land. skills are developed. This set of knowledge is the essence of interdisciplinary integration.

The educational process, in particular, develops observation and creativity in students, develops the sensitivity to identify the colors, shapes, size, smell, taste of objects, and objectively feels the existing harmony in nature. [6] .

It is known that didactic games in most cases are conducted on the basis of students' formation of certain knowledge and skills during the course of the lesson. Organizing such exercises without building knowledge, skills and competencies will not be effective.

In elementary school, teaching natural and mother tongue literacy is not a matter of interdisciplinary teaching, introduction to some facts of natural life and external characteristics of plants, animals, and people. Interdisciplinary teaching of natural and native language literacy, animate and inanimate objects, to reveal the interrelationships between various objects of nature in a form that can be understood by young schoolchildren, and to foster deep love for nature, its wealth, and should cultivate the desire to use with caution.

The importance of lessons organized for primary school students in the context of interdisciplinary integration is great . In this, the student will understand how important the knowledge he has received is. Implementation of this process on

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the basis of the curriculum in natural sciences, mother tongue literacy , mathematics, technology, education and other classes is important for students to gain deep knowledge, to be able to think independently in every aspect of their life, and to be educated as a person with a broad outlook. takes over.

Sciences integration through lesson when passed to the following attention to give should:

each one lesson certain to the goal directed to be necessary;

interdisciplinary to the relationship about selected additional material is passed topic with connection condition ;

class students activity increase in order to they are with work ways determination possible ;

lesson only educational being without leaving , students humanity aspects to educate directed to be need.

topic from the content come came out without , nature , society , man thinking , development about scientific knowledge , our country to the future trust and faith to form directed to be must [8].

of integration methodological functions input and in teaching different integrated processes improvement can So , knowledge to combine high level with expressible integrative to teach teaching and study organize doer of components internal generality based on his mutually relatedness special organize done process being and teaching to the common is achieved [13].

In education of integration main purpose initial in school nature and society about good imagination the basics to put and their development laws own attitude is formation . In this process while higher in education interdisciplinary integration systematic way done increase as a result education of the process relatedness significant level increases [10].

In students dialectical way thinking skills is formed . With that one in line , study to the sciences about knowledge and interests development important is a condition integrative education of the process modern status expression of knowledge high scientific of fields surface coming is considered These are: science, synergetics, cybernetics, informatics sciences being their main achievements scientific of the process the only one cybernetic of the concept rapid development of science movement the law done current reach , his the systematicity of sciences modern classifications to determine input possible [4].

Also , integration the only one main factor integrative teaching didactic to the system rely on with depends and scientific to know method as dialectical logic based on to know of the process generality as is determined . Dialectic thinking forms considered dialectical logic categories different kind of , even different study sciences synthesize them the only one whole , organic related to the system to combine possibility will give . Dialectic logic integrative in teaching priority place occupies and study to know method system harvest doer basis is considered.

Dialectic of logic integrative to the role basically dialectical logic categories study sciences and teaching process with connection , fundamental concepts: continuity , scientificity and of content general , abstract and accuracy generality and others study content with to fill is achieved. The factor of generality of educational subjects is an objective basis for the formation of a comprehensive curriculum. Education science in the structure of knowledge main types comparison and their certain formal generality determines [12].

Integrative study materials students each bilaterally development to provide and that's it development level according to way statement to be done it is necessary Har one to the student his own independent education to get chance to be given and each one in class in students regularly harmonious skills formation to the goal according to of these skills one part to qualification to the one until learning process a lot network processes with by expanding to go it is necessary Theirs one part independent works , other one part information sources using harvest will be We each how from technology Let's not use the students independent their performance opportunity for Create must will be [7].

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