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Peculiarities of Integrating the Learning Process in Primary Class Natural Science Lessons

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ABSTRACT: This article discusses about the peculiarities of the integration of the educational process in the textbook of the world around us and natural sciences in the primary classes. It provides information on the essence of integrated lessons in the teaching of natural sciences in primary classes, its planning and methodological features, the organization of problem – based lessons and interdisciplinary communication lessons.

KEYWORD: primary classes, the world around us, natural sciences, lesson, method, methodology, innovation, integration, technology, problem – based learning, interdisciplinary communication.

Introduction. The changes taking place in our country, the implementation of new innovative ideas and integrative processes in the educational process, create ample opportunities for the use of new pedagogical technologies in the educational process. During the transition period, the development of new curricula and programs, the harmonization of relations between society and the environment, the establishment and formation of a serious attitude to the environment are becoming increasingly important.

The study of the environment is carried out in primary class through the study of the subject "The world around us". Through this science, young students are taught about the objects of the environment, the properties, phenomena, relationships, and peculiar laws of animate and inanimate nature. Primary class students (grades 3-4) improve their knowledge of this subject by studying the science of "Natural science" and on this basis gain new understanding and knowledge about nature. These include issues of environmental protection, environmental issues and the relationship between man and nature. Dissemination of this information to young students, the development of new forms and methods of teaching, the widespread use of new pedagogical methods in the teaching process and new research in this area is one of the challenges facing the educational process today.

Methodology. The main task of such an update is to determine the purpose that meets the age characteristics of primary class students and meets the requirements of the period, the development of creative activities of students, the use of innovative and integrative processes in education and upbringing.

Organization of integrated lessons in the educational process in primary class, the use of integrative methods in accordance with the theme and purpose, Ensuring student participation in such classes is a key goal for primary class teachers. {4, 5}

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In this case, the main goal of the educational process in the primary grades is to help teachers to achieve integration aimed at integrating the elements and parts of different disciplines with the same goals and objectives.

The function of the link that implements integration in the primary classes is performed by the teacher himself. He teaches children arithmetic, writing, nature, many basic concepts, and many other activities and notions.

In the primary classes, the teaching of each teacher can be considered as a way of integration, as the teacher tries to connect the topics covered in each subject with the topics in other subjects during the lesson and explains them with examples. From a scientific point of view, one of the simplest methods of the integration process should be used in the primary classes, which is also interdisciplinary communication lessons {2, 3, 6, 7}.

Methods of integration can be good or bad, the essence of the problem is to turn away from one of the methods and, from the other, to introduce integrated measures that take into account the age characteristics of students (psychological and physiological) at all levels. Such a statement of the problem is that integration has different characteristics at different levels of education. It is expedient to see integration in the primary classes on the basis of a combination of closely related disciplines. In the next stages of education, he tries to unify the boundaries of the basic sciences.

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. There is a lot of talk today about integrating the teaching process in primary education. This is understandable, because the small-school student perceives the world around him as a whole. For student, there is a variety of sounds, colors, volumes of objects in the world around him, rather than the name of science, native language, music and other subjects. The teacher feels, knows, that children need to be taught to see the connection between nature and everything in daily life. Great importance is attached to the use of integrated education in the educational process. Therefore, the integration of education is one of the modern requirements. How should this question be solved, what is its essence? {8.9}

The main goal of integrating education is to lay the foundations for a good understanding of nature and society in the primary classes and to form their own attitudes to the laws of their development. That is why it is important for a small school student to see an object or event from several angles: logically and emotionally, in a play of fiction and in a popular scientific article, in terms of a biologist, a master of words, an artist, a musician, and so on.

The methodological basis of an integrated approach to education is the establishment of interdisciplinary and interdisciplinary relationships in the study of basic sciences and understanding the laws of the universe. This can be achieved through a variety of lessons, repeated returns to concepts, their deepening and enrichment, and the identification of important traits that are understandable at this age. {1, 7, 8}

Results. Thus, any course with a well-formed structure and order of conduct, which includes a group of concepts related to the subject, can be taken as a basis for integration. But the results of the analysis of concepts related to other disciplines, other subjects are included in the integrated lesson. For example, concepts such as “winter”, “cold”, “storm” are considered in reading, mother tongue, science music, fine arts classes. Concept analysis lessons that apply to knowledge learned in other curricula are considered integrated. While the lesson is creative, free, it will have a coherent, logical sequence, a unique transition methodology. One of the most pressing issues today is the establishment of links between concepts that are common to a number of subjects, the development and testing of an integrated lesson system with a psychological and methodological basis. At the

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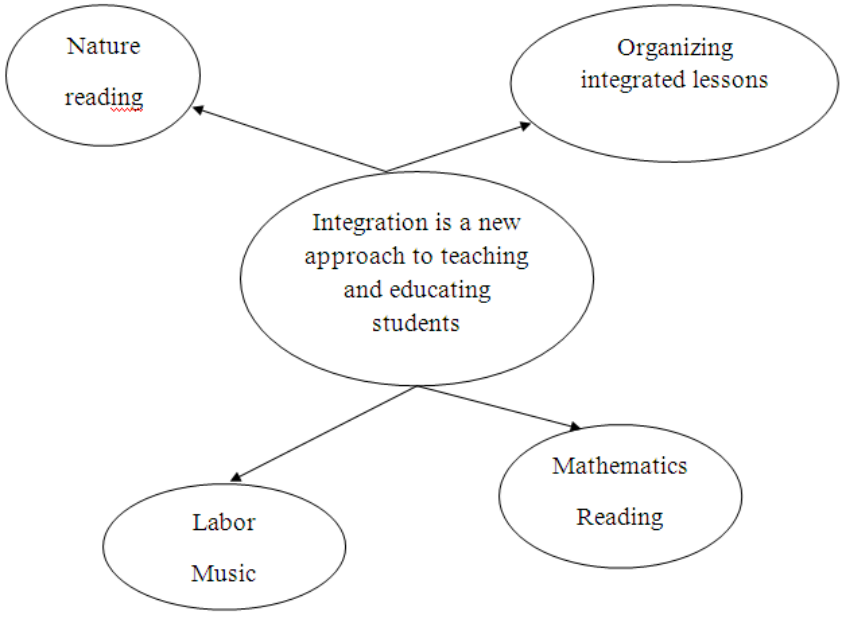
same time, it is necessary to study whether interdisciplinary relations are taught at the level of the curriculum and provided with the necessary teaching aids.

At all stages of the study of the structure of integrated lessons, it is necessary to take into account the accuracy and consistency of the studied materials, thorough study and logical interrelationships. For example: All the subjects of the subject "The world around us" in 1st and 2nd grades are closely related to each other. It will continue the subject "The world around us" in 3rd and 4th grades in "Natural science". Its program included tracking seasonal changes in nature and human labor. Students will continue to study the environment, reading, speech development, math, and labor education. Therefore, the lessons of interdisciplinary communication in the subject "The world around us" allow the teacher to work on the formation of concepts about the world in all the lessons taught. Each subject in the primary classes is an integrated course, in terms of content they are inextricably linked with the sciences of the natural-mathematical cycle, this ensures the acquisition of knowledge about the environment that is understandable to small school students. It is not only the emotional attraction to learning nature in children of this age, but also the motivations for learning. Given this feature, students need to fill their knowledge needs with new content to support their interests. It helps students to discover the interactions in life and to understand that man cannot live without the diversity in nature.

Analysis. Implementation of interdisciplinary communication is one of the types of integration. Science, reading, calligraphy, and math are used to develop children's speech. In this case, speech development takes place in a free environment, based on a lively interest in the objects being read. Science, reading, calligraphy, and math create great opportunities for speech development.

The process of integration is a new approach to teaching and educating students in the teaching of natural sciences in the primary classes, which can be expressed as follows:



In each lesson, speech development issues are addressed, taking into account the specificity of the material being studied and the appropriateness of choosing a speech development issue. Students love such lessons. It gives them a lot of new and necessary insights, organizes their imaginations, and creates situations where students need to use what they have learned in other lessons. In this case, children master the material better than they learn, knowledge becomes a system and becomes very necessary for students.

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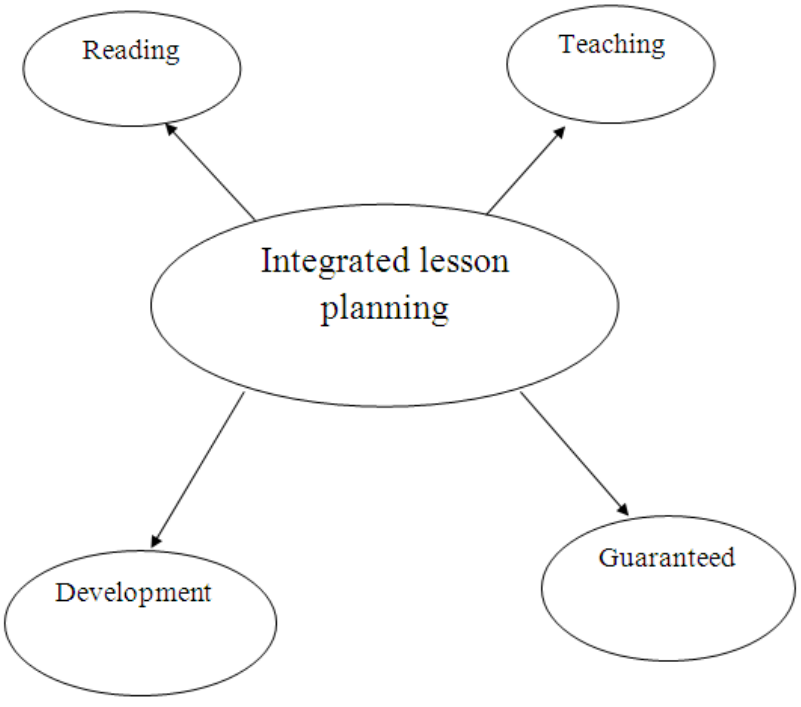
Integration, integration processes in modern education entering its processes, it is becoming not only its content, but also its basic organizational forms and methods in the comprehensive education and upbringing of young students. The teacher should organize the learning process in such a way that students learn more independently, learn to anticipate the consequences of their actions and activities, participate in discussions, acquire practical skills to improve the natural and social environment. Therefore, half of the study time should be spent by students in a natural and social environment, with practical creative and exploratory work. This task can be performed by various forms of education: observations, experiments and tests, reconstruction of works of art, modeling, and the ability to see the results of their actions and activities in the social environment, work with books, and so on.

The teacher has a variety of methods and forms of teaching mathematics, mother tongue, reading, science, which increases the effectiveness of the lesson. Each lesson should give the student a certain set of scientific knowledge, imagination, and concepts, as well as nurture and develop them. They should master the material in the program during the lesson. This is an important condition that students are not overloaded with learning activities, as a well-mastered lesson will significantly reduce the time it takes to complete homework. The basic principle in this case is: the most important task of small school students is to study, to acquire solid knowledge, and the task in the classroom is teacher-led work.

While preparing for the lesson, the teacher first understands its purpose, and on this basis the content of the lesson is selected, the main questions are identified. In doing so, the teacher should not be limited to reciting the textbook text. Teacher should not overwhelm the students with additional material, but should also give them examples that are not in the book: various poems, excerpts from works of art, proverbs, riddles, and other materials will arouse and impress live interest in readers.

Conclusion. Therefore, each lesson should be based on integrative methods. Because such lessons should help the student to think independently, to debate, to analyze themselves, to apply the acquired knowledge in practice, and to develop the child's thinking. To do this, the teacher must plan each lesson in advance. It can be expressed as follows:



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Therefore, intra-subject and inter-subject relationships are taken into account when determining the content of each lesson. Once the content of the lesson is determined, the teacher determines what ideas and concepts will develop in it, what knowledge and skills the student will have. The teacher chooses teaching methods according to the topic, purpose and content of the lesson. Since the teacher and the student's activities in the lesson are inextricably linked, it is important for the teacher to identify specific stages of these activities. For the class to be active throughout the lesson, it is also important to identify the correct exchange of methods and tools. This requires a great deal of responsibility and pedagogical skill from the teacher. Also, each planned integrated lesson is guaranteed and should focus on developing students' knowledge and skills.

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