

# USE OF INTEGRATED TEACHING METHODOLOGY IN ELEMENTARY STUDENTS

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## Abstract

In this article, the methods of interdisciplinary communication as a factor of increasing student activity, the methods of using the integrated teaching method in elementary school students, problems and solutions, and suggestions are described.

**Keywords:** Interdisciplinary relations, integration, integration, cognitive capacity, education, tool, textbook, Irish school, foreign experience.

## Introduction

In the current era of globalization, foreign experiments have been studied to further improve the processes and stages of obtaining Science for students from elementary grades, and the most complex ones are applied today within the framework of the elementary school. Foreign experiments show that the generalization of subjects in the elementary grades, connecting them, has a positive effect. Interdisciplinary interdependence-that is, the integration of Sciences-leads to the use of novel techniques in increasing student activity, while conducting the lesson in an interesting way in Yanan. Integrated education provides opportunities between courses of study for students to demonstrate their knowledge and skills based on several subjects( border and core subjects). This higher education concept forms part of an integrated curriculum development program that encourages education professionals to encourage activities unifying science disciplines. Approaching new and previously unexplored content from young children, learning the link between previous learning and knowledge serves to further improve the quality and effectiveness of the integrated lesson.

As for the meaning of the word integration and integration, (lot. from) - recovery; the state of interconnection of separately differentiated parts and functions of the system to one whole is also the process that leads to this. We can see the concept of integration not only as an educational tool, but also as the easiest way to achieve quality education. Nowadays, integrated classes within the framework of primary classes are also widely used in Uzbekistan. The most gratifying thing is that through this method, the education of children of primary school age gives priority in all respects. They are as follows:



First, subjects considered difficult for Children of primary school age will be even easier and more understandable with the help of integrated lessons and through the methodologies used. We would not be mistaken to say that for children of small school age, interest in Natural Sciences also awakens.

Secondly, students of primary school age are not always able to focus their attention on one point. This process can take 10-15 minutes with a ring. In such situations, we can also combine 2-3 related disciplines with a concept that is related to 1 subject in this time frame. In a short time, we can instill a lot of information in the child in a state that he does not know.

When it comes to teaching methodologies, the list of methodologies that we can use for younger school-age students is much larger. Even at the time when we choose teaching methodologies, it is necessary to take into account, first of all, the age, class, interest of the child. At this point, it is impossible not to mention a necessary note. An approach or solution that is effective for one teacher does not have to be useful for another Methodist, as each method, medium and style has its own form and essence, using a variety of tools and techniques to achieve general educational goals. Therefore, many teachers try to distinguish some ideas from different approaches, mixing them and adding them to a unified teaching method, depending on the needs of students and school and other circumstances. This is not always the right solution. Methodists and teachers who teach students of small school age should not be limited to a single method of teaching. Each lesson should be conducted in a different approach, creativeness and in keeping with the Times.

By giving young children the opportunity to learn a wide range of subjects that stimulate the cognitive connections between information and knowledge, we give students the basic skills, guidance that go into their adult lives and further educational trips. At this point, one cannot fail to mention the teaching system in Irish schools. The secret of the success of primary education schools in this state is that teachers create a natural basis for learning to apply a holistic approach to teaching a number of topic ideas, without explicitly teaching and separating information. They also interrupt a new term or concept within the framework of a new topic by saying half or in an interesting place, in such a situation, children of younger school age will have a desire to know and learn this information faster.

How to include integrated education in the classroom?

When teaching our children new skills and knowledge, we often spend a lot of time working on specific elements that contribute to a holistic or general olgn skill set. For example, when we learn language, we can focus on reading, writing, listening and speaking skills, but these four basic literacy skills are at an alternative time and separately, despite contributing to our ability to communicate effectively. If we want our students to maximize their educational opportunities and become great communicators through a variety of tools, we must integrate these basic elements into a real learning experience.

Take, for example, speaking and listening skills. Both of these skills are receptive and require us to engage different parts of the brain when we listen and then respond. When taught alone, we make it difficult for students to connect cognitively between the two. However, when taught in an integrated way, we give students the opportunity to contextualize the basic skills that they often use in the real world when communicating with others.



The main aspects that we must know above all to carry out integrated classes are as follows: First of all, we should start with the introduction of classes in such a wide stage, single assignments that include the development of two basic skills and competencies in order to start teaching methods. On the basis of this one task, knowledge and skills are formed in the child in several disciplines.

Second, integrated education strategies should not be limited to any specific field of science or field of knowledge. This effective teaching method can be applied literally throughout the curriculum. Here we will look at several examples of how you can create a real learning experience.

Example 1-Imagine that you are teaching your first and second graders to understand reading. The main goal of your lesson is to encourage your students to fight difficult words, sentence structures, and eliminate language barriers to increase understanding. To do this effectively, we must take into account the interests, age, gender, even the character aspect of the students and allow them to explore a series of reading materials covering different genres and forms. The possibilities here are endless. This is due to the open nature of the sources of study materials, which penetrate into other areas of Science and go beyond.

Example 2-alternatively, you may be teaching an art lesson that requires your students to create clear images of shapes of certain sizes. Here they are an excellent opportunity to combine the skills learned in mathematics, while encouraging them to work in creative and drawing exercises.

In conclusion, it can be said that an integrated lesson is a qualitative and effective tool in all respects. Integrated subjects are aimed at developing knowledge of nature and are included in the study plans of foreign countries. This suggests that we can realize that the Integrated Sciences are more focused, especially the Natural Sciences. Therefore, the issues of harmonization of Nature-Society Relations, curricula and programs for establishing complex interdisciplinary ties with the environment and the general education schools of our country are of great importance.

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