Uzbek Scholar Journal
Volume- 24, January, 2024
www.uzbekscholar.com

THE PRACTICAL IMPORTANCE OF AN INTEGRATIVE APPROACH TO TEACHING ASTRONOMY FROM A SMALL SCHOOL AGE

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Abstract:
To date, traditional teaching has been replaced by personality-oriented approaches. From this point of view, it should be noted that the end of the 20th century paved the way for the beginning of a humanitarian culture, putting an end to technocratic progress. The exchange of the logic of power and fear for the philosophy of mind and love is a unique strategy of the XXI century.
Therefore, the reforms that are also carried out in education should serve society in a way that makes sense. In this place, the importance of an unconventional form of training – integration-increases even more. Because, depending on the degree of integration, according to the technique of its application, it will be possible to determine the perspective of the technology implemented. Zero integration is a factor that is sufficiently manifested, able to surface as a key factor in the transition to a new qualitative state as a result of the absorption of various characteristic content. Integration manifests itself in the harmonization of voluminous educational material of a turfa nature, which can be characterized by deep, unconventional education. The problem of integrating astronomy is important and relevant for both theory and practice. At the next time, several approaches to the issue of integration of astronomy appeared: the introduction of a lesson by a teacher of two subjects, or combining two subjects into one lesson, from its passage by one teacher to the organization of integrated courses to a radical change in the content of Education. As a result of these comments, a number of changes were made to the primary education system. In particular, the textbook "|Science" was developed for the 2021-2022 academic year, summarizing the subjects of nature and the world around us, which are taught in grades 1-2. One of the main goals aimed at combining these subjects is to prepare students for life speech situations. Also, as a result of the high assessment of the possibilities of integration of subjects into each other in the course of the lesson, the textbook "Natural Science" was introduced into the elementary school program. The Bilagan integration Olympiad is being held for Primary School students and teachers with the cooperation of the Republican educational center and KHISO Olympic school, with the view that the development of astronomy from primary education, at the same time, plays an important role in the science system of children's education on an integrative basis.In general, today's educational system shows the interdependence of the sciences. And such changes in the field of education make it necessary to study and research interdisciplinary integration in content and essence.
As a result of applying one or another level of integration in the educational process:
 the time and strength of the student is saved, his cognitive capabilities expand;
 on the basis of inter-thematic integration, mechanisms are created to perspective the results of the educational and educational process;
 training of teachers who manage the integrated educational process and legal methodological opportunities will be created to establish professional development;

 International in the field of Organization of the educational process on the basis of integrated programs favorable opportunities for extensive use of experiments are born.

Ensuring inter-academic integration in the educational process makes it possible to apply interactive methods and advanced pedagogical technologies in teaching. Ensuring the integration of the educational process creates a number of pedagogical possibilities: it is achieved that the interaction of Sciences, themes and concepts is complementary. Integrative lesson from regular lessons:

- accuracy, compactness, dense scope of educational material;
- the logical prerequisites of all aspects of the academic disciplines that are being integrated at each stage of the lesson;
- characterized by having a wide range of information in the teaching material being given. True, an integrative lesson will not be effective only with the harmonization of disciplines or topics. Because in order to achieve the effectiveness of this embodied lesson, it is important to clearly set goals, apply interactive techniques in the organization of the lesson. Through these methods, the goal of the harmonized lesson is achieved and the learning process of students is facilitated. The application of interactive methods in the Integrative lesson forms the following qualities and qualifications:
- joint activities of the teacher and student throughout the lesson;
- lesson active participation of each student in the process;
- creating a warm-spiritual atmosphere in the classroom;
- conscious mastery of teaching materials in the given educational subject;
- being able to show the individual's own abilities and take advantage of his own inner capabilities;
- acting as a group and creating a pleasant psychological atmosphere in the same group;
- being able to think independently, creatively, critically in the process of solving problems;
- respect for other people's opinion and learn to objectively assess opinions;
- formation of a sense of mutual assistance;
- in the process of solving the problem, relying on the information that each student knows, remembers, thinks about;
- joint reading in the process of discussion discussion, objection;
- such as establishing mutual control and Intergroup control, it means that the success of the integrated lesson will directly depend on the professional skills of the teacher. Especially in them, it is necessary to focus on the formation of practical skills and qualifications for working with students.

In place of the conclusion, it can be said that the faster interdisciplinary integration penetrates into the lessons of general education schools, the faster it is for students to also combine theory and practice. In Integral lessons, the child begins to have a holistic picture of the world, the child's potential develops. As a result, the child's communication skills, comparisons, generalizations and conclusions develop. The main requirement for teaching in educational institutions on the basis of pedagogical Technologies is to provide a new education based on the student's life experience, knowledge and interests received earlier

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