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Ways to Improve Mental Activity of Students by Means of Integrated Lessons

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Abstract. This article describes ways to improve the mental activity of students through integrated lessons and factors of increasing the effectiveness of integrated lessons.

Keywords. Intellectual development, natural phenomena, their structure, functions, laws, comparison, analysis, synthesis, abstraction, generalization, inductive and deductive conclusion, thinking operations, psychological, physiological, age characteristics, integration measures, analysis, personality traits, ability, interests, visual aids - textbooks, tables, schemes, questionnaires, practical tasks, heuristic conversations, general conversations, excursions, native language, natural science, observations, artistic works, materials, speech development, creative works, independent works, imo- pointed views.

Introduction. In recent years, in the education system of the new generation, we have gathered the advanced achievements of world science and culture, based on our national and spiritual values, which were created as a product of the intelligence of our ancestors, to form modern methods of education. a problem has arisen. A perfect generation is the basis of society's development. Therefore, in our country, providing education to the mentally and physically mature generation has been raised to the level of state policy. Law "On Education", "National Institute of Personnel Training", Law "On the Basics of State Policy Regarding Youth in the Republic of Uzbekistan" and "State Nationwide Program for the Development of School Education", "State program to modernize the content of the continuous education system in 2008-2012 and raise the efficiency of education to a new quality level", continuous education in the action strategy of the development of the Republic of Uzbekistan in 2017-2021 and other normative documents the tasks of reforming the system have been defined, which is the basis for the successful implementation of work with students in the educational process, forming them as a mature generation at the state level. Educational practice shows that establishing interdisciplinarity in school education is a vivid expression of the integration processes taking place in the life of science and society today. This connection plays an important role in students' conscious assimilation of knowledge, development of their holistic vision of the world, and improvement of their practical and scientific-methodical preparation. Such training gives junior schoolchildren the opportunity to freely apply the knowledge, skills and abilities they have acquired in class and extracurricular activities, in production and in general in any activity. The achievements of science and their role in people's lives cannot fail to influence the content and structure of school education in developed countries. As a result of the reforms being carried out in the field of education in our country, teaching hours have been drastically reduced, and the content of educational materials has been modernized. As a result of the reduction of hours in the teaching of various educational subjects, the scientific complexity of the content of the educational materials, the demands placed on the students have increased, some progress is being observed in terms of education. Such growth in students' mastery of educational materials will not fail to affect the intellectual development of the young generation. This situation requires teachers to study different phenomena within the framework of the same subject. Studying natural phenomena, their structure, essence and functions, laws helps to develop thinking operations such as comparison, analysis and synthesis, abstraction, generalization, inductive and deductive conclusion in students' thinking.

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In the national model of personnel training, the development of new fundamental and practical directions of science about nature and society, the training of highly qualified pedagogical personnel with scientific potential, and the improvement of their scientific literacy and skills at the level of integration of world science are the general objectives on this basis. updating the content of education and training in secondary schools, raising the quality and efficiency, improving theoretical knowledge, practical skills and qualifications of students in each subject. Educating a free-thinking, creative person who is loyal to the independence ideology of our country requires increasing the effectiveness of primary education. From this point of view, the creation of laws of interdisciplinary communication, the composition of the system of communication provides a solution to promising tasks in education. Even if the development of the theory of interdisciplinarity is differentiated, in practice, integration and interrelationship will further increase the social importance of science. In recent years, scientific research dedicated to solving the problems of interdisciplinarity is a requirement of social life.

In primary school, the role of the link that implements integration is performed by the teacher himself. It teaches children math, writing, many basic concepts of nature, and much more. He does this to the best of his ability. We can consider the teaching of one teacher in primary classes as a method of integration. The methods of implementation of integration can be good or bad, the essence of the problem is to turn away from one of the methods and introduce integration measures that take into account the age characteristics of teachers at all levels (psychological and physiological). This formulation of the problem shows that integration has different characteristics at different levels of education.

It is desirable to see integration in primary school on the basis of combining subjects that are relatively close to each other. From the next stages of education, he tries to combine the boundaries of basic sciences.

Today, that is, at the current modern stage of education, the teacher's work system is fundamentally changing, and pedagogical technologies, integrations, and innovations are widely used in practice. In the conditions of ensuring the interdisciplinary connection of education, along with the effective development of the acquired knowledge of the students, an increase in their perception ability, activity, enthusiasm, and mental intellectual capabilities is achieved. Interdisciplinarity should be understood as a didactic opportunity that ensures the proportionality of curricula and textbooks in various academic subjects.

The word "integration" comes from the Latin integratio-restoration, filling, whole word "integer". The concept of integration can be interpreted as the following two different processes:

Firstly, the system is a concept that indicates the state of dependence of separate differentiated parts and tasks of the organism and the process leading to this state;

Secondly, the process of rapprochement of disciplines, which is carried out along with the processes of differentiation. Genetically, integration is a logically completed form and higher level of integration, intersubjectivity, interrelationship, and finally complementing, expanding and deepening the content of educational subjects at least at the level of educational standards. . Because any lower level of inter-subject communication is established among certain didactic units within the studied subjects and provides for the coordination of their study content and terms, unlike this, organized on the basis of integrative communication It requires the interpretation of a subject or an integrated subject, event or process in the form of a comprehensive system in terms of interrelationships and relationships.

This, in turn, makes it possible to form a mature person who meets the requirements of the present and the future, who thinks independently and shows creative activity. Because it requires not only analyzing and synthesizing operations from students, but also high-level thinking operations such as abstraction, algorithmization, categorization, expression using conditional symbols, determination of cause and effect relationships, analysis, synthesis, systematization, modeling. These operations are carried out by isolating (classifying) all the important aspects and features of the studied object, understanding its essence and content, and summarizing them. Therefore, integration always develops based on its other side, differentiation (differentiation), or vice versa.

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Pedagogical scientists and practitioners recommend researching the issue of integration in the following directions:

- integrated learning of the content within the range of educational subjects and disciplines;
- integration of the activities of persons teaching different educational subjects;
- integration of forms of organization of educational work and so on. Each of these directions has its own specific goal, and it requires a suitable form, method, means and conditions for its implementation. It should be mentioned here that the intended goal can be achieved only when they are used harmoniously in practice. Integrative relationships are important in creating a comprehensive system, and they are also called internal scientific relationships. The main goal of systematization is to create integrity by organizing internal scientific relationships. The integrity created in this process will have new quality indicators.

The essence of integration is to achieve a new level of knowledge as a means of theoretical synthesis. The implementation of an integrative approach in the educational process can be carried out knowing the internal and external relations of the system or the integrated object in its existing form, as well as the laws of its organization and management. The integrative approach is used to integrate content-related, related, logically mutually demanding, deepening and expanding educational subjects, and provides for the formation of comprehensive logical knowledge, methods of work and personal qualities. If scientists like A.Gerd, D.Kaygarodov, A.Pavlov in world pedagogy between the 19th and 20th centuries organize an elementary school, in which the understanding of the world is realized through the formation of integrated concepts about animate and inanimate objects, the student's cognitive activity expressed their views on the effective passage of education, but in the views of Yan Comensky, D. Locke, M. Pestalozzi, K. Ushinsky, it was based on the fact that the same educational effectiveness can be achieved through interdisciplinary communication. This view was improved until the last decades of the 20th century in the works of S. Baranova, N. Talizina, M. Lvov, N. Svetlovskaya, E. Koladin. Ways, methods and means of achieving educational efficiency based on the connection of interdisciplinary and subject-related concepts in primary education were widely used by Russian scientists N. Druzhinina, T. Nazarova, I. Blinova, R. Matyushova until the end of the 20th century. was studied in lam.

By the 21st century, interdisciplinary communication is based on closely related concepts, or when explaining their essence to the student within the framework of related topics, special attention is paid to the problem of the integration of educational content, the systematic integration of education, the integration of education.

Today, professors R.Mavlonova and N.Rakhmonkulova explain the reason why the problem of integrated education is being paid attention to in primary education in "Integrated pedagogy of primary education" (2009), "Pedagogy of primary education, innovation" and integration" (2013) they explain as follows: "Integration between educational subjects does not negate the system of subjects, but an approach aimed at deepening the connections and connections between subjects - relies on understanding the relationship between differentiation and integration. Integration aimed at combining elements and parts of different disciplines into one whole is not a transfer of knowledge from one subject to another or an exchange of activities, but the process of creating new didactic equivalents that reflect the directions of integration of disciplines.

The experience of foreign education has shown that integrated subjects, which are the basis for the development of knowledge about nature and society, are already included in the curricula of many countries. In them, the main focus is not on imparting knowledge to students based on academic subjects, but on developing creative thinking skills through primary education, which is a characteristic feature of primary schools in many foreign countries, on integrated courses. became education. The main goal of integrating education is to lay the foundations of a good idea of nature and society in elementary school and to form their attitude to the laws of human development. That is why it is important for a junior high school student to see the subject or event from several angles. For example, from a logical and emotional point of view, in a work of art and a popular scientific article, from the point of view of a biologist, a wordsmith, an artist, a musician, etc. The general view of the world is known through sounds, images, colors. And the child is put in

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the position of a researcher and examiner of both the world and himself. Mastering basic subjects and establishing intra-subject and inter-subject connections in understanding the laws of things in the world is the methodological basis of the approach to the integration of education. Dun can be achieved by returning many times to the concepts of different lessons, deepening and enriching them, identifying important signs that are understandable for this age. For example, such concepts as "winter", "cold", "storm" are considered in the lessons of reading, Russian language, science, music, visual arts. Lessons in which the analysis of concepts refers to the knowledge acquired in other educational lessons are considered integrated. The lesson will be creative, free, integrated, logically sequential, unique.

Many concepts in primary education, considered the foundation of general education, are natural sciences. Russian is common to music, visual arts, etc. Currently, it is necessary to develop and test an integrated system of lessons based on the psychological and methodological basis of establishing connections between common concepts for a number of educational programs. At the same time, inter-subject relations should be taught at the level of the lesson plan and provided with the necessary reading materials.

Factors that contribute to active mental activity in the process of integration of educational principles during the study include the following:

- favorable combination of disciplines for integration;
- matching of teacher and student actions;
-choosing the content, method, methods, taking into account the age possibilities of the children.

In the organization of integrated lessons, a number of tasks are set before the student. That is, with the help of integrated classes, to further improve the mental activity of elementary school students, to apply the acquired knowledge to practical life, their individual, age characteristics, the possibilities of mastering the subject, and most importantly, the compatibility of subjects for integration is taken into account. For example: let's look at exercise 223 of the 2nd grade mother tongue textbook on the subject of persons and things. It contains the following exercise about the chestnut tree.

Chestnut is grown as an ornamental tree in Uzbekistan. His appearance is very beautiful. Cleans the air. It is propagated from chestnut seeds. Some varieties are grafted. The branches are wide, the leaves are simple and large. Blooms after leafing. Bees collect nectar from its flowers. This honey has a unique aroma.

Exercise condition - write. Identify the action words and draw two straight lines under them. In turn, the teacher will be able to organize integrated lessons for elementary school students by connecting the topic to the lessons of natural science and etiquette. The best way to do this is to teach them about other types of ornamental trees and to inculcate in them the love of nature and the preservation of trees.

Factors that increase the effectiveness of integrated lessons include:

First of all, it is necessary to determine which lessons are suitable for integration. The basis of such a lesson is the closeness and logical connections of the main topics of various subjects.

Integration in the didactic system on an interdisciplinary basis provides for the matching of the actions of the teacher (teaching) and the student (learning). Both activities have a common structure: goals, reasons, content, means, results, control. However, there is a difference in the content of teacher and student activities.

1. At the target stage, the teacher sets a general goal. Under the guidance of the teacher, students understand intersubject relationships, select the necessary knowledge from various subjects, in which they focus not only on acquiring general knowledge, but also on transfer, analysis, personality traits, ability and they should focus on developing their interests.

2. At the proving stage, the teacher encourages the student to generalize the concepts of different subjects to knowledge that expands his worldview. Students are guided to be interested in knowledge that expands their will and outlook.

3. At the content stage of the activity, the teacher introduces new educational material, at the same time draws on basic knowledge obtained from other subjects at the level of integrative

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arguments, concepts, problem sets. Pupils master general concepts and problems at the level of general knowledge.

4. At the stage of choosing tools, the teacher uses visual tools that help generalize the knowledge of various subjects - textbooks, tables, schemes, questionnaires, practical tasks. Pupils perform transfer, generalization, attachment characters in solving integration problems with the help of visual aids.

5. The next step is the result. The teacher uses pedagogical knowledge to implement integration for the purpose of education, development, education. The teacher applies his generalization in the system of knowledge.

6. During the supervision phase, the teacher evaluates the student's readiness for related subjects, controls, evaluates as mastery. Students monitor their knowledge assessment, self-assessment, and integration skills across subjects. According to the investigation, methods and tools that help to implement an integrated approach include:

1. Heuristic conversations;
2. General conversations;
3. Excursions;
4. Creative works written for the development of speech based on the mother tongue, observations in science classes, materials of artistic works;
5. Demonstration methods of education;
6. Independent works;
7. Drawing oral pictures in reading, mathematics lessons;
8. Manifestations (pantomimes);
9 Reading nature images carefully in science classes;
10. Writing dictations and texts related to natural science in native language classes (repeating the orthography of this class);
11. On the basis of local studies, it includes solving mathematical problems, etc.

The views of scientists mean that the main goal of integrating education is to create a holistic image of nature and society in students from the primary grades and to form a student's attitude to the laws of their development. However, today there is an inconsistency between DTS and educational programs. Primary education DTS includes 10 subjects from the current curriculum, indicating "Mother language", "Mathematics", "Nature". This situation causes fragmentation and repetition of topics in the knowledge presented to the student. Repetitions and repetitions bore the reader and hinder the efficient use of time. If we take the annual calendar work plan of grades 1-4 as an example, we can see that a number of topics are being repeated. . This repetition is mainly at the same time (in a week, in a day). So, we connect them together and create an integrated lesson as a result of creating one complex lesson development. As a result, students will have the opportunity to get embodied knowledge. The topics "Motherland" from "Reading" lesson, "Country inherited from grandfathers" from "Etiquette", "Rules of singing" from "Music", "My country-my country" from "Visual art" are taught at the same time. is studied. Therefore, if these topics are integrated using intersubject integration, the time and opportunities of one lesson will be saved.

Conclusion.

In fact, as a result of the use of integrated technology in the primary class, favorable conditions are created for the implementation of pedagogical and psychological educational goals; general didactic requirements are fulfilled; student's time and energy are saved; excessive mental and physical stress is prevented, educational efficiency increases. Students will have the opportunity to master the necessary skills and abilities, concepts and knowledge as a result of harmonizing the content of educational subjects.

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