

SKILLS FOR ORGANIZING INTEGRATED LESSONS IN PRIMARY EDUCATION**Madrakhimova Iroda Bakhtiyor qizi**Chirchik state pedagogical university
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Abstract: This article provides a scientific analysis of the theoretical and methodological foundations of organizing integrated lessons in the primary education process, their essence and content, as well as their role in developing students' knowledge, skills, and competencies.

Keywords: integration, primary education, integrated lesson, interdisciplinary connection, pedagogical technologies, competence, educational activity.

Annotatsiya: Mazkur maqolada boshlang'ich ta'lim jarayonida integratsiyalashgan darslarni tashkil etishning nazariy-metodik asoslari, ularning mazmun-mohiyati hamda o'quvchilarning bilim, ko'nikma va kompetensiyalarini rivojlantirishdagi o'zni ilmiy jihatdan tahlil qilingan.

Kalit so'zlar: integratsiya, boshlang'ich ta'lim, integratsiyalashgan dars, fanlararo bog'liqlik, pedagogik texnologiyalar, kompetensiya, o'quv faoliyati.

Аннотация: В данной статье с научной точки зрения проанализированы теоретико-методические основы организации интегрированных уроков в процессе начального образования, их содержание и сущность, а также роль в развитии знаний, умений и компетенций учащихся.

Ключевые слова: интеграция, начальное образование, интегрированный урок, междисциплинарная взаимосвязь, педагогические технологии, компетенция, учебная деятельность.

INTRODUCTION

In the current conditions of globalization and informatization, one of the main requirements for the education system is to form in students the competencies of independent thinking, analytical approach, problem solving and the ability to apply various knowledge in an interconnected manner. In particular, the primary education stage is considered the foundation of this process, and it is during this period that students develop interest in learning, motivation to learn, and basic skills of thinking. Therefore, the effective organization of the educational process in primary grades and the use of advanced pedagogical approaches are considered an urgent scientific and practical problem. In the effective implementation of these tasks, an integrated educational approach is of particular importance, because an integrated approach allows students to master knowledge of various subjects not separately, but in an interconnected manner, as a holistic system. This helps students to have a comprehensive perception of existence, to understand the essence of the concepts and phenomena being studied more deeply. This process, in turn, helps students to develop their skills not only at the level of memorization, but also to analyze, generalize and apply them in different situations. Through an integrated educational approach, artificial boundaries between subjects are gradually eliminated among students, and the knowledge being studied begins to be perceived as a single system. As a result, students understand concepts related to different subjects in an interconnected way and have the opportunity to apply them in real-life situations. This strengthens the practical orientation of the educational process and increases students' internal motivation to learn.

MAIN PART

In primary education, the skills of organizing integrated lessons are one of the important factors ensuring the professional competence of the teacher. These skills include not only combining the content of different subjects, but also the correct didactic design of educational processes, taking into account the individual characteristics of students, and pre-determining educational outcomes. At the same time, the organization of integrated lessons is also considered a complex and multi-stage pedagogical process. Of course, there are enough reasons for this. First of all, the effectiveness of integrated lessons largely depends on the structural structure of the lesson. In such lessons, the traditional model of imparting knowledge is replaced by an activity-based approach, that is, in traditional education, the teacher speaks more, and the student only listens and understands. In modern activity-based education, the student can both express his opinion and listen. Therefore, during the lesson, it is possible to organize research elements, observation, experimentation and discussion stages one by one. This serves to form the foundations of scientific thinking in students. In addition, when organizing integrated lessons, special attention is also required to the assessment system. Unlike traditional assessment, this process takes into account not only the final result of students, but also their educational activities, participation, thinking process and creative approach. Methods such as formative assessment, self-assessment and peer assessment should be used as an integral part of integrated lessons. Also, for the effective implementation of integrated education, it is necessary to properly organize the learning environment. Creating a developmental learning environment, encouraging students to express their opinions freely, and establishing pedagogical cooperation based on open communication ensure the success of integrated lessons. In this case, the teacher acts not as a leader, but as a guide and partner. In addition, the use of digital technologies in the organization of integrated lessons is also opening up new opportunities. Through virtual laboratories, interactive platforms, and digital educational resources, interdisciplinary connections can be expressed more clearly and visually. This serves to develop students' information literacy and adapt them to the modern information environment. However, a systematic approach is required to implement this approach in practice.

In particular, it is necessary to revise curricula on the basis of integration, improve methodological manuals, and provide special training for teachers. Otherwise, integration may become superficial and not produce the expected results. Compliance with didactic principles in organizing integrated lessons is also an important methodological requirement. In particular, the principles of systematicity, consistency, conscious and active mastery, demonstrativeness, and individualization acquire their own content in the integration process. For example, the principle of systematicity requires not simply combining inter-disciplinary relationships, but bringing them into a single logical system. This ensures that the educational material is presented without overload, but rich in content.

In integrated lessons, the organization of cognitive load in a reasonable manner is also one of the important aspects. If elements of different subjects are artificially combined, this can complicate the student's cognitive process. Therefore, the teacher should implement integration in a natural and logical manner, focusing on the student's understanding process. Optimal integration is characterized by increasing interest and understanding, rather than excessive stress on the student. In this regard, according to the cognitive load theory developed by John Sweller, a person's working memory has a limited capacity and can effectively process only 5–9 units of information at a time. Therefore, the provision of excessive or disorganized information during the learning process significantly reduces the process of students' knowledge acquisition. Studies show that if educational materials are presented in a logically systematized and interconnected manner, the level of student understanding increases by 20–25%. Conversely, unconnected or overly complex integration increases cognitive load and reduces learning efficiency. For example, giving elementary school students complex concepts in math, language, and science all at once without explanation distracts them and makes it difficult to grasp the main content. In such cases, secondary information that distracts students from important content begins to dominate, as a

result of which they have difficulty distinguishing the main idea. This leads to superficial assimilation of knowledge, its poor retention in long-term memory. Excessive cognitive load can also cause students to become fatigued and lose interest in learning activities. Therefore, when designing integrated lessons, the teacher should present information step by step, from simple to complex, and pay special attention to logically connecting each new concept with previous knowledge. In particular, the learning process, enriched with visual and practical activities, serves as an effective tool for balancing cognitive load and allows students to assimilate knowledge deeply and consciously.

CONCLUSION

Within the framework of this study, the content and essence of the skills of organizing integrated lessons in primary education and their impact on educational effectiveness were analyzed in detail. Studies have shown that an integrated approach allows students to master knowledge systematically and interdependently, further activating their thinking process. Through such lessons, students perceive concepts related to various subjects on a single logical basis, as a result of which their cognitive activity deepens and the ability to apply the acquired knowledge in practical situations is formed. In particular, the use of activity-oriented methods in the educational process develops students' independent thinking, forming them as subjects who seek knowledge, rather than those who receive it in a ready-made form. At the same time, it was found that the effectiveness of integrated lessons directly depends on their correct design and methodological substantiation. The teacher's careful selection of educational material, the logical establishment of intersubject connections, and the consistent organization of the lesson process are the main factors determining the success of integration. In particular, the normal distribution of the cognitive load, that is, the gradual and understandable presentation of information without overcomplicating it, is of great importance for the effective assimilation of knowledge by students. Otherwise, artificially combined or overloaded educational material can weaken the attention of students and negatively affect the process of deep understanding of knowledge.

Integrated lessons form a conscious attitude of students towards their learning activities and direct them to a deep understanding of the content of knowledge. As a result, students pay attention not only to the final result, but also to the essence of the learning process, which leads to the development of their self-control and assessment skills. Students get used to independently analyzing their knowledge, identifying existing shortcomings and looking for ways to eliminate them. At the same time, in the conditions of integrated education, students' cognitive activity becomes more complex and multifaceted, they simultaneously perform such intellectual actions as observation, comparison, analysis and generalization. This process serves to form logical and systematic thinking and ensures deep assimilation of educational material. Thus, students become ready to apply the acquired knowledge in various situations, and their personal development process is further accelerated.

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