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Organizing Integrated Classes of Mathematics in Elementary School

Key words: *integration, mathematics, algebra, geometry, technology, work, natural science, triangle, rectangle, case, nonstandard.*

Annotation: *this article titled “Organization of integrated classroom mathematics in elementary grades” addresses the role of interdisciplinary approach to the development and improvement of education, new requirements for the development of education and science, further improvement of the continuous education system, and the stages of the organization of integrated lessons. The teaching methods and tools for integrating mathematical science in primary education are discussed. The article provides information on the researchers and their areas of research involving the role of interdisciplinary communication and science in the development and improvement of the education sector.*

The policy of further improving the continuity of education, improving the quality of educational services, training highly qualified personnel, meeting the modern requirements of the labor market.

Approval of the Decree of the President of the Republic of Uzbekistan of April 20, 2017 "On Measures for Further Improvement of Higher Education System" PQ-2809 plays an important role in the further development of the higher education system.

The role of interdisciplinary communication in the development and improvement of the education sector is rather high. The dependence of the scientists on the problem facilitates the solution of many problems. R.A. Mavlonova, N.X. Rakhmankulova, M.I. Toshpulatova, B.S. Abdullayeva, R.B. Adizov, M. Akhmedov, Z. Dadanov, M.A. Zaynitdinova, N.U. Bikbaeva, N.M. Rakhmonkulova, M.I. Tashpulatova, teachers of primary schools on various aspects of professional training and improvement of methodological and mathematical preparation, R.A. Mavlonova, K.T. Olimov, A. Rakhimov, M.E. Jumaev, F.M. Kasimov and E. Yangabaeva. There have been many scientific and practical studies on interdisciplinary attitudes, which, in turn, have been proven in practice. Particularly, there are many experiences in teaching the future elementary school teachers to connect mathematics with other subjects, and some positive solutions have been found in this area. These can serve as a starting point for teachers. To do so, the teacher should be more concerned with the main content of other subjects, rather than being limited to the subjects he / she is teaching, to find their related points and to use them in practice.

In order to organize integrated lessons, it is necessary first to define which of these courses is appropriate for integration. The basis of such lectures is the proximity and relevance of the main themes of different subjects. Mathematical classes (arithmetic operations, algebra and geometry elements, quantitative relationships).

Integrated Lessons. The integrated stages of the lesson in the classroom are as follows:

- 1) mathematical textbooks, mathematical skills development through mathematical curriculum;
- 2) improving the ability to calculate the simple expression of verbal and written estimates;
- 3) Improving the skills of working with circular, line and other teaching aids;
- 4) Improving the simplicity of practical, textual, and logical issues;
- 5) improvement of the ability to sort objects by their properties and to create simple combinations;
- 6) to visualize simple geometric shapes in the plane and space, to improve the familiarity and imagery;
- 7) the ability to obtain data in ready-to-use tables and simplify the simplest drawings;
- 8) Improving the ability to read, write, compare, organize, and visualize the numbers and the simplest fractions.

Integrated courses include a combination of the following subjects: mathematics-natural sciences, mathematics-fine arts, mathematics-labor education, mathematics-physical education, mathematics-foreign languages, mathematics-technology.

Integration on an interdisciplinary basis in the didactic system involves the harmonization of the teaching and learning behaviors.

Both activities have a common structure such as goals, causes, content, tools, results, control. However, there is a difference in the content of teacher and student activities. There are the following stages of organization of integrated lessons:

- 1) The target stage - at this stage the teacher sets a general goal. Students should be able to understand interdependent relationships with the teacher, select the necessary knowledge from different subjects, rather than focusing their attention on the views and opinions not only in general knowledge, but also on the evolution of the traits of the person's abilities and attitudes. need.
- 2) The stage of proving - at this stage, the teacher directs the pupils to the knowledge of the world and the generalization of different subjects. Students focus their interest on the knowledge that extends their outlook.
- 3) A meaningful stage - at this stage, the teacher introduces a new educational material, but also draws on the basics of integration evidence, concepts, and other subjects at the level of problems. The students will be able to absorb the problem and understand the problem at the level of general knowledge.
- 4) Selection of tools - At this stage selects various subjects, visual aids, textbooks, tables, questionnaires, practical tasks, which help to generalize the teacher's knowledge. These tools help students to solve integration issues, relocation, summarizing, attachment.
- 5) The final stage is the pedagogical knowledge used to integrate this stage to teach, develop, and educate the teacher. In the system of pupil information, it summarizes and applies them.
- 6) The control stage - at this stage, the teacher controls the readiness of learners, evaluates their appetites for each other. Students will also be able to evaluate their knowledge, skills and ability to combine them in different subjects.

We can use the following methods and tools to integrate mathematical science in primary education.

- 1) Intuitive conversations.
- 2) general conversations.
- 3) Excursions.
- 4) assignments for mathematical lesson on the basis of observations, case studies and examples.
- 5) Visual methods of education.
- 6) independent work.
- 7) oral solving of samples and examples in mathematical classes.
- 8) Mathematical calculations based on mathematical disciplines.
- 9) solving and solving mathematical problems in the realm of objects, objects, processes.

Integration that fills the education that does not diverge education contributing to the integration of education into traditional education in education and upbringing of educated young people with the ability to integrate society into a holistic vision of independent thinking and solving different problems.

Finding the meaning of the meanings of pupils' words in terms of "mathematics", "technology", "labor" and "natural sciences" is to find specific meanings of general terms, Theoretical and practical concepts such as interpretation and interpretation of the terms of the term, the compilation of a minor dictionary of terms, the continuation of the given terms terminology, alphabetical order assignment, working on pronunciation and pronunciation of these terms keeps. Specifically, working pupils can develop general knowledge, such as the findings, riddles, stories, forms, workflows, nature phenomena, finding mathematical concepts, interpreting them, writing textual issues, and developing solutions to these problems.

In order for the subject to express his point of view, he or she will have to repeat assignments in his own words. These assignments increase the students' speaking abilities and thinking ability, are creative in their mission, and encourage them to think. In order to make the reader's ideas clearer, more scientific, and logical, they should be encouraged to work more on their own. And for that, increasing the number of interesting math tasks is also an effective way. The more the math tasks are made, the faster the human thinking becomes. It is expedient to use non-standard issues in combining mathematics and labor, mathematics and technology, mathematics and natural sciences lessons and use it in the strengthening phase of the lesson. The use of non-standard issues is that each of these issues is subject to a separate rule. They encourage students to think logically, acquire knowledge in all subjects, and develop intellectual thinking. Nonstandard issues play an important role in developing and applying mathematics and other disciplines. The teacher explains to students how to find the solution to their unusual issues. Students will be asked to create non-standard issues and solve them.

Nonstandard issues are related to a reader's memorable story that encourages the reader to remember, to think, to reason. Therefore, the use of it in mathematics and labor, mathematics and technology, mathematics and natural sciences, turning it into a dispute, interpreting the process is interdisciplinary. At the course of the lesson, the students will be offered extraordinary issues on the subject. In this part of pupils, students work on non-standard issues and ask them to find a solution to their problem. There are definitely definitions of mathematics

and work (mathematics and technology, mathematics and natural sciences) in the context of the problem. How can one make blooming flowers, given geometric shapes (triangles, rectangles, squares)? As you know, making flower works is subject to work, but forms that are necessary to make it are geometry elements. When making a flower, the reader forms knowledge, skills, and skill to distinguish circles, circles, rectangles, squares, and other geometric shapes, to distinguish their color, and to compare their size. All this is the result of interdisciplinary interaction.

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