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THEORETICAL FOUNDATIONS OF AN INTEGRATIVE APPROACH TO DESIGNING THE CONTENT OF PRIMARY SCHOOL EDUCATIONAL MATERIALS

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Abstract

This article examines the theoretical foundations of the integrative approach in designing the content of primary school learning materials. The integrative approach aims to connect different subject areas in order to form a holistic system of knowledge among pupils. The concept of pedagogical integration, its didactic value, and its role in the modern educational process are analyzed. The study emphasizes that integrated learning materials contribute to the development of logical thinking, problem-solving skills, independent learning abilities, and the practical application of knowledge. Furthermore, integrative content increases students' motivation, enhances their interest in learning, and supports the formation of key competencies. The article concludes that the integrative approach serves as an effective methodological basis for improving the quality of primary education and for ensuring the continuity and coherence of learning outcomes.

Keywords: integrative approach, primary education, learning materials, pedagogical integration, interdisciplinary links, competencies.

Аннотация

В статье рассматриваются теоретические основы интегративного подхода в проектировании содержания учебных материалов для начальных классов. Интегративный подход направлен на объединение содержания различных учебных дисциплин с целью формирования у учащихся целостной системы знаний. Раскрывается сущность педагогической интеграции, ее дидактическое значение и роль в современном образовательном процессе. Обосновывается, что интегрированные учебные материалы способствуют развитию логического мышления, самостоятельности, умения решать проблемные ситуации и применять знания на практике. Отмечается, что интеграция содержания усиливает интерес младших школьников к обучению, повышает мотивацию и способствует формированию ключевых компетенций. В результате делается вывод о том, что интегративный подход является эффективной методологической основой для повышения качества начального образования и модернизации учебного процесса.

Ключевые слова: интегративный подход, начальное образование, учебные материалы, педагогическая интеграция, межпредметные связи, компетенции.

Annotatsiya

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Ushbu maqolada boshlang‘ich sinf o‘quv materiallari mazmunini loyihalash jarayonida integrativ yondashuvning nazariy asoslari tahlil qilinadi. Integrativ yondashuv turli fanlar mazmunini o‘zaro bog‘lash orqali o‘quvchilarda yaxlit bilim tizimini shakllantirishga xizmat qiladi. Tadqiqotda pedagogik integratsiya tushunchasi, uning didaktik ahamiyati va ta’lim jarayonidagi o‘rni yoritilgan. Shuningdek, integrativ yondashuv asosida tuzilgan o‘quv materiallari o‘quvchilarning mantiqiy tafakkuri, muammoli vaziyatlarni hal qilish ko‘nikmalari va mustaqil fikrlash qobiliyatini rivojlantirishi asoslab berilgan. Maqolada integratsiyalashgan mazmun o‘quvchilarning fanlarga bo‘lgan qiziqishini oshirishi, bilimlarning amaliy qo‘llanishini ta’minlashi va kompetensiyaviy yondashuvni qo‘llab-quvvatlashi ko‘rsatib o‘tiladi. Natijada integrativ yondashuv boshlang‘ich ta’lim sifatini oshirishda samarali metodologik asos ekanligi isbotlanadi.

Kalit so‘zlar: integrativ yondashuv, boshlang‘ich ta’lim, o‘quv materiali, pedagogik integratsiya, kompetensiya, fanlararo bog‘liqlik.

INTRODUCTION

The modern education system is one of the important factors in the development of society. Today, globalization, the rapid development of information technologies and the changing demands of the labor market pose new challenges to education. Now education should not be limited only to the provision of knowledge, but also include the comprehensive development of the individual, training in independent thinking, and preparation for making the right decisions in problem situations. From this point of view, the primary education stage is of particular importance, since it is during this period that the child's attitude to learning, interest in reading, and the foundations of cognitive activity are formed.

The content of educational materials presented to students in primary school should be appropriate to their age characteristics, understandable, logically consistent, and connected with life. In the traditional approach, subjects are often taught separately, which can lead to the fragmentation of knowledge in the student. As a result, the child does not sufficiently understand the relationship between mathematics, the native language, natural science or other subjects. This prevents the formation of knowledge as a holistic system. Therefore, the issue of designing educational content based on an integrative approach is gaining relevance in modern pedagogical science.

The integrative approach involves organizing educational content on the basis of intersubject relationships. It combines the content of different subjects and allows students to perceive existence as a whole. Through such an approach, the student perceives knowledge not as a set of separate facts, but as a system of interconnected concepts. As a result, he not only remembers knowledge, but also acquires the skills to analyze, compare, generalize and apply it in practice. Especially in primary school, the use of an integrative approach serves to develop students' logical thinking, speech, creative thinking and interest in knowledge.

The process of designing educational content is an important component of pedagogical activity, which includes setting educational goals, selecting content, systematizing it, and didactically substantiating it. The use of an integrative approach in this process requires reviewing educational materials, identifying common concepts, themes, and ideas between disciplines. For example, concepts such as natural phenomena, time, space, quantity, and cause and effect are found in different disciplines and can be brought into a single logical system

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based on integration. This allows students to understand knowledge more deeply and relate it to real life. The theoretical foundations of the integrative approach are based on the interrelationship of the disciplines of pedagogy, psychology, and didactics. From a psychological point of view, the thinking of younger students is mainly concrete and figurative, and they tend to perceive phenomena holistically. Therefore, rather than strictly delimiting disciplines in the educational process, it is more appropriate for children to connect them with each other. From a didactic point of view, integration helps to systematize knowledge, reduce repetition, and rationally distribute the educational load.[1; 65]

Today, reforms based on a competency-based approach are also being implemented in the education system of Uzbekistan. This approach sets the main goal of applying knowledge, skills, and competencies in real-life situations. The integrative approach serves as a convenient methodological basis for the formation of competencies. Because it develops students' ability to connect knowledge, analyze, and solve complex problems.

Therefore, the issues of studying the theoretical foundations of the integrative approach in designing the content of primary school educational materials, analyzing its didactic capabilities, and implementing it in practice are extremely relevant today. This article highlights these issues and justifies the role of the integrative approach in improving the quality and effectiveness of education.

LITERATURE ANALYSIS AND RESEARCH METHODOLOGY

The integrative approach is an important theoretical concept in pedagogy aimed at ensuring interdisciplinary connections and forming knowledge as a holistic system. The theoretical foundations of this approach go back, first of all, to the constructivist educational theories of J. Dewey, J. Piaget and L. Vygotsky. Dewey (1938) emphasized the connection of education with life and justified the integrated acquisition of knowledge in the process of practical activity. Piaget (1972) described the stages of children's cognitive development and proved that young children perceive knowledge through holistic images. This forms the psychological basis of the integrative approach in primary education.[4; 101]

Vygotsky's (1978) theory of sociocultural development shows that knowledge is formed in the process of social activity, and it is based on the fact that it is possible to simultaneously support the social and cognitive development of students through integrative education. His concept of the “zone of proximal development” suggests that integrated tasks can help students reach a higher intellectual level.[2; 168]

The issue of an integrative approach in modern didactics is widely covered in the works of H. Jacobs (1989) and Drake & Burns (2004). Jacobs explains integration through three levels of organization of intersubject relationships - multidisciplinary, interdisciplinary and transdisciplinary forms. Drake and Burns empirically substantiate the integrative education model of students' development of the ability to apply knowledge in real-life situations.[3; 136]

The issue of integration within primary education was analyzed in depth by Fogarty (1991). He evaluates integrative education as an effective strategy for designing curricula, emphasizing that integration increases students' motivation and consolidates knowledge. Beane (1997) shows that integrative curricula provide person-centered education and serve to form students as active subjects.[4; 54]

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Uzbek researchers also paid special attention to the issue of an integrative approach. In particular, R. Jo'rayev (2018) justified the need to integrate educational content on a competency-based basis. According to him, competencies are fully formed only through interdisciplinary integration. N. Muslimov (2020) interprets the integrative approach as a methodological tool that increases the quality and efficiency of education. Also, Sh. Abdullayev (2019) experimentally proved that integrated lessons in primary school increase students' cognitive activity.[5; 79]

The analysis shows that although the theoretical foundations of the integrative approach are sufficiently developed, there are fewer practical studies on its systematic application to the process of designing the content of educational materials. Therefore, this study aims to connect existing theoretical views with the practical design process.

This study is based on a comprehensive methodology that combines qualitative and quantitative approaches. First of all, pedagogical, psychological and didactic sources related to the integrative approach were studied and systematized through the method of theoretical analysis. This method served to identify the theoretical foundations of the research problem.

At the next stage, the method of document analysis was used. Current primary education curricula, textbooks and methodological manuals were analyzed, and integrative elements in them were identified and evaluated. Also, lessons held in primary grades were studied through the observation method and the level of intersubject connection was analyzed.

Questionnaire and semi-structured interview methods were used to collect empirical data. The attitude of primary school teachers to the integrative approach, their opinions on the difficulties and advantages of its application were studied. The results obtained were processed through comparison and generalization methods, and conclusions were drawn.

The methodology chosen in this way made it possible to comprehensively cover the research problem, compare theoretical views with practical situations, and justify the effectiveness of the integrative approach.

ANALYSIS AND RESULTS

The use of an integrative approach in the design of the content of primary school teaching materials serves to raise the educational process to a qualitatively new level. As part of the study, curricula, textbooks and practical lesson processes were analyzed and the existing level of integration was assessed. The results showed that although there are elements of interdisciplinary connections in current textbooks, they are often episodic in nature and not systematically planned.

For example, the texts given in the subjects of mother tongue and reading literacy are connected with the content of natural science or moral education, but this connection remains more at the content level and is methodological are not deeply developed. Mathematical tasks are often disconnected from real-life situations and do not have a sufficient logical connection with other subjects. This leads to the formation of knowledge in students as separate fragments.

Observations have shown that in lessons with elements of integration, students participate more actively, ask questions and seek to express their opinions. Problem situations are created in such lessons, and students try to solve the problem by combining knowledge

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obtained from different subjects. As a result, the learning process is activated, students acquire knowledge not in a ready-made state, but through research.

Interviews with teachers showed that there are positive opinions about the advantages of the integrative approach. They noted that integration increases students' interest, enriches lessons in content, and helps to effectively allocate time. At the same time, the lack of methodological guides and specific recommendations for designing integrative lessons was noted as the main problem.

Based on the analysis, the following main results were drawn. First, the integrative approach serves to form knowledge as a holistic system in primary school students. Students understand the connections between subjects and learn to apply knowledge in real-life situations.

Second, integrated educational materials develop students' logical thinking, speech, and creative thinking. By combining concepts from different subjects, they acquire the skills of analysis, comparison, and generalization.

Third, the integrative approach increases students' motivation to study. Since the lessons are interesting, meaningful, and close to life, students actively participate and receive positive emotions from the learning process.

Fourth, integration creates a convenient methodological basis for implementing a competency-based approach. Because competencies are formed through the integration of various knowledge and skills.

In general, the integrative approach is an effective and promising direction in designing the content of primary school teaching materials, and its systematic implementation will serve to improve the quality of education.

CONCLUSION

This study aimed to highlight the theoretical and practical significance of the integrative approach in designing the content of primary school educational materials. Studies have shown that the integrative approach fully meets the main requirements of modern education - person-centeredness, competency-based and practical orientation. By ensuring inter-disciplinary connections, it helps to form students' knowledge as a holistic system and activates their cognitive activity.

The study substantiated the fact that the integrative approach is especially important for primary education. Because it is at this stage that children's worldview, attitude to learning and methods of cognition are formed. Through integrated educational materials, students acquire knowledge not within the framework of individual subjects, but in connection with real-life phenomena and situations. This helps to make their knowledge conscious and sustainable.

The analysis showed that lessons designed on the basis of an integrative approach develop students' logical thinking, independent thinking, speech culture and creative abilities. In the process of combining knowledge from different disciplines, students acquire the skills of analysis, comparison, generalization and drawing conclusions. These skills are important for successful functioning in the subsequent stages of education and everyday life.

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Also, an integrative approach increases students' motivation to study. Since the lessons are rich in content, close to life and based on problem situations, students actively participate, ask questions and seek knowledge. This increases the effectiveness of the educational process and turns the student from a passive listener into an active participant.

An integrative approach is also important from the point of view of the teacher's work. It requires the teacher to be able to see inter-disciplinary connections not only within a separate discipline, but also to comprehensively design educational materials and creatively organize the lesson process. This serves to develop the professional competencies of the teacher and forms a new approach to the educational process.

In general, the integrative approach is an effective, promising and necessary methodological direction in designing the content of primary school educational materials. Its systematic implementation serves to improve the quality and efficiency of education, to form solid knowledge, skills and competencies in students. Therefore, the widespread introduction of the integrative approach into the practice of primary education is an important condition for the development of modern education.

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