

**PRIMARY EDUCATION AND ITS ADVANTAGES****Rasulova Oysha****ANNOTATION**

Nowadays, beginner is talking a lot about the integration of school education. This is understandable – a small schoolboy perceives the surrounding world as a whole. It's not the name of Natural Science, Russian language, music and other educational subjects; there is a different nebula of sounds, volumes of the objects of the universe. Teaching children to see the connection of nature and all things in everyday life, the teacher perceives, knows.

**Key words:** life, the teacher perceives, popular education, stratification and individualization

The idea of integrating education began to be discussed in popular education along with stratification and individualization. If, on the basis of stratification of small school education, the level of preparation for independent work with books, textbooks and other literature, as well as the active formation of interests at a small school age, it is possible to deepen, clarify and expand some general concepts with objects of study of various disciplines, making the basis of integration.

The main goal of the integration of education is to lay the foundations of a good idea of nature and society as early as primary school and form their own relationship to the laws of their development. Here is why it is important to see from several sides of the subject or event phenomena of a small school student: from the logical and emotional side, in a work of art and in a popular scientific article, a biologist, word master, artist, musician point of view, etc.

In mastering the basic sciences and understanding the laws of all that exists in the universe, the establishment of connections within and between objects is the methodological basis of the approach to integration into education. This can be achieved by returning to various lessons, concepts many times, deepening and enriching them, identifying important signs that are understandable to this age. Thus having a well-formed structure and conductive order, any lesson in which a group of

concepts belonging to this subject of study is included can be taken as a basis for integration.

The integration course is one of the educational disciplines that is studied to deepen and enhance interdisciplinary knowledge (integrative knowledge), to form them. It is compiled on the basis of various types, methods, methods, objects of interdisciplinary integration.

The division of integration courses into classes can be done on different grounds: based on goals and problems: based on their tasks in the school natural - scientific system: based on methods and paths of integration based on the branches of the additive science: based on their role in the curriculum: based on the time spent studying the course: based on the degree of difficulty fork. It is worth noting that the authors of these courses usually put into their foreground the issue of solving several goals and problems, the courses with this course will be multipurpose, with different tasks.

Having considered a large number of programs and attempts to implement them, we can distinguish between the main directions of the construction of these courses and divide them into classes, depending on their leprosy. Division of integrative education into classes (classification).

#### 1. Multi-science integration.

They can also be called universal or general, which replaces several basic system courses.

For example, combining reading, nature, painting lessons into one common lesson.

Usually, the authors of such courses combine materials of Natural Sciences, bringing them into a certain system, and call their courses integrative or complex (General). It can be seen that the correct sequence in the provision of materials of Natural Sciences in the primary education system can only be achieved by maintaining the structure of the lessons. Some noteworthy scholars point out that the path of sequential study of Natural Sciences in these traditional schools is also being

addressed. A number of scholars believe that the tradition of teaching separated into classes has spread to primary education as well.

Examples of complex objects that underlie the creation of an integrative course are the Earth, the biosphere, man and his living environment. In the same subjects of these courses, one object is seen from the point of view of different sciences.

Integrations in the same form were used in the early twenties of the last century in the Māori system. Later it was canceled, but in our time it can be said that it was reborn. In our eyes, in a certain volume, it has a good effect on the education of the Natural Sciences.

Attempts to introduce integrative courses on the basis of various local (local) and global (universal) problems are common. In this case, the combination of natural scientific disciplines on the basis of problems is used. Integrative courses in this class (courses mainly related to ecology) are common in schools' work activities.

The development of integrative courses structured on problems was also stimulated by the development of global education.

Proponents of this direction strongly suggest that the development of modern personality is influenced today by the globalism factor, which arises from the inextricable connection of the economy, science, politics, spirituality of countries and nations that took as a basis the affirmation.

In the study of the basis of natural sciences, students are faced with working with a book, conducting observations, conducting experiments, putting the acquired knowledge into one system - various educational and educational work activities. It seems advisable to create a whole course that introduces students to a type of activity. It can be useful at any time of the teaching process, and even on a small scale can help in teaching natural science, solving the problem of excessive student effort, developing skills for independent learning. The creation of integrative courses in this class and their implementation in the educational curriculum are

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important today. The results of tests on the assimilation of Natural Sciences indicate that Uzbek students significantly lag behind in its implementation, even if they absorb a lot of information compared to foreign students.

Many consider that the reason for this is when the basic skills are not adapted. What is the reason? Maybe one of them is when integrative classes have not been paid attention to in a traditional school for many years?

Here are listed the main classes of integrative courses created to this day. But there can also be a number of disadvantages in the process of integrating academic disciplines.

First. The ways to draw up the mentioned natural integrative courses are often repeated and applied together, with which it becomes more difficult to create new foundations, to put them in order, to create a scientific basis.

Second. Integrative courses cannot replace interdisciplinary communication. In our opinion, they are one of the founders of this connection.

Thirdly. The optimal structure of natural scientific education is such that integrative courses penetrate into the changing part of the curriculum and are its regional organizer.

Fourth. The absence of complete educational methodological manuals creates difficulties in the implementation of integrative courses in the educational process. Their authors stop after compiling a program and drawing up general methodological guidelines.

Fifth. There is not yet a planned and purposeful teacher training system for Integrative courses.

The state educational standard of general Secondary Education provides for the compulsory minimum level of Education, which is worn to the general educational training, level.

The state educational standard establishes the procedure for assessing the content, forms, means, methods, its quality. In the standard instrument, which is considered the core of the content of education, the level of education in various

institutions operating on the territory of the country was fulfilled by the provision of the III. In its essence, the state educational standard is designed to serve as the basis for the creation of programs, textbooks, regulations and documents of Bashkir mesrny.

The implementation of the state educational standard is mandatory for all educational institutions, regardless of the form of ownership and volitional subordination operating in the well of the Republic of Uzbekistan.

The base plan for general secondary education schools is a component of the state education standard, a state document that provides the basis for determining the school's financial provision in ham to education sacks. The base plan represents the of the minimum volume of hours allocated to the for the bending of the educational content given in subject.

Integration between disciplines, i.e. cross-bottleneck between disciplines

The presence of integrations in secondary schools

How relevant this course is, only a person who can think freely will be the only one who has a complete perception of his position in society.

An important part of the integrative ness of the history course, ethnographic, art studies is the important factor that determines the teranity within itself.

The teaching of all subjects in secondary schools will help to form the positive attitudes of our adolescents today

The personality of students of age and the problem of their maturation is one of the most pressing issues of society itself, which is developing and striving for a high peak in its development. Each academic discipline is given a study.

Education, High Efficiency, How Relevant children learn to think freely, does not arouse suspicion in anyone. Only a person who can think freely can fully perceive his subject in society.

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