



e-ISSN: 2319-8753 | p-ISSN: 2347-6710

# IJIRSET

International Journal of Innovative Research in  
**SCIENCE | ENGINEERING | TECHNOLOGY**

# INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN SCIENCE | ENGINEERING | TECHNOLOGY

Volume 11, Issue 3, March 2022

**ISSN** INTERNATIONAL  
STANDARD  
SERIAL  
NUMBER  
INDIA

Impact Factor: 7.569

 9940 572 462

 6381 907 438

 [ijirset@gmail.com](mailto:ijirset@gmail.com)

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# Use of Integrated Tasks in Preparation of Preschool Children on Environment

Khurvalieva Tarmiza Latipovna<sup>1</sup>

Doctor of Pedagogical Sciences, Chirchik State Pedagogical Institute of Tashkent region, Uzbekistan.<sup>1</sup>

**Abstract:** Introducing preschool children to the environment will enlarge their curiosity. Cognitive ability and “elementary school student image” will be developed. Creative imagination will guide the formation of the child's intellectual and personal qualities. One of the prerequisites for success in learning activities is developing communication skills and communicating with adults and peers. Every person, whether he is a child or an adult, creates a vision of the universe and has a worldview based on his own experience. He does not want to change it over time. He wants new knowledge, events and visions to change, but he wants them to have enough reason to do so. Therefore, in a constantly changing world, a child needs to be firmly established from an early age. The purpose of the integrated lesson is to integrate the various activities of children in the pedagogical process, to create an understanding of the environment, to develop creative abilities through aesthetic culture and art (music, social-emotional, speech skills, sensory, elementary mathematics, fiction, and visual activity). The interconnectedness of the classes makes it possible to use the time effectively, learning foreign languages, fine arts, music, and also provide additional opportunities for practical activities. Integration encourages the educator to showcase his or her talents and to use their pedagogical skills, to create creativity and to demonstrate their abilities. Integrated training promotes creative activity in students.

**Keywords:** environment, integration, combination, technology, model, category.

## Introduction.

At the end of the 19th century, the development of cognitive activity in preschool children became a problem, and the problem of forming skills in the environment, events, classification of objects by character and characteristics was studied. Prospective students did not have a complete picture of the world around them. This required the use of interdisciplinary links and their differentiation in education. Well-trained professionals with a high level of knowledge and skills are essential to our society. Meeting this need is important to begin with pre-school education and needs to be closely linked to the content of primary education. To meet the needs of the community and to train well-educated, qualified and competitive professionals from the preschool organization, this process should be closely linked to the content of primary education. Important aspects of the integrated training sessions are that the motivation for learning increases, pupils gain interest in learning, and they gain the integrity of the whole world and the ability to look at events in a comprehensive manner. It has a higher level of competence than traditional training and promotes speech development; The basis for improving the quality and effective organization of the educational process, and most importantly, relieves stress and tension in children. The concept of understanding becomes deeper, understanding the laws related to consciousness, expanding the worldview, nurturing an intellectually and comprehensively developed personality. The links between the new information and the evidence are based, encouraging more conclusions.

## Literature survey.

Prerequisites for integration training in pre-school education, the process of organizing preschool children together is the sole purpose of developing a fully developed child personality, understanding the methods and objectives, in other words, the ability to “enter” the pedagogical process. Integrative lessons are fundamentally different from traditional ones. In traditional practice, only one area of knowledge is taught. The learning materials will be combined and integrated into the training sessions. It requires the expression of individual parts in different ways and methods in organizing content.

An integrated approach is the combination of several approaches (situational, systematic, innovative) to a managed object in the organization and management of the educational process. Integrative orientation is the process of determining the only correct conclusion based on the interconnectedness of large numbers of information components, their integrity and integrity [10].



Leading scientists on the integrated approach were M.N. Berulava[2], N.E. Vasyukova [4], O.E.Chekhonina [4], T.S. Komarova [8], E.Y.Suharevskaya [12], A.V. Teremov [13] and others.

A.V. According to Teremov, knowledge of the environment is necessary to shape the world outlook:

- ethical-axiological (axiology-values theory, philosophical study of nature, its role in social existence and its value in the structure of the universe) view of the world, consideration of the fact that each person's life and activity is a separate independent process, the comprehensive development of knowledge and confidence is a prerequisite for the formation of a scientific worldview.

- a conscious response to changes in the environment, as a part of nature, man becomes mental, compares natural phenomena, actively participates in global and local processes, and most importantly, understands what is happening around the world [13], [14].

According to E.Y. Sukharevskaya integration processes are manifested in three levels of preschool education.

1. Internal training
2. Interdisciplinary
3. High and Low Integration.

It influences the selection of educational content and the technology selected by the educator. Based on this, we can describe the integration lessons:

- process focused on interoperability;  
- medium level integration;  
- The structure of the training material is carried out horizontally;  
- has a mixed structure;  
- a number of objects can be analyzed, information from different sections is provided; the goals and objectives of each department will be realized; All analyzers are involved in the child's perception of the world around him, and the content of the education is interconnected [12].

N.E. Vasyukova, O.I Chekhonina divide the training into the following types:

### Methodology

The aim of the study is to identify effective technologies for shaping the world around preschool children. The object of the research is the process of improving the perception of the world around preschool children. The subject of the study is the content, model, form, tool and technology of forming the perception of the world in preschool children.

### Research objectives:

to analyze pedagogical and psychological features of formation of perceptions of the world in preschool children;

identify the didactic features of shaping the perception of the world in preschool children;

improve criteria and indicators for preschoolers' perception of the world;

improving the child and the world model of shaping the world around children;

Improvement of the developing pedagogical system of informing preschool children with the world.

Educators should carry out integrated exercises in the following order.

1. Introduction. Creating a problem, solving it, and encouraging children to participate (for example, the question is: What happens when children do not have water on the ground?)

2. The main part. Children will be given new knowledge to help them solve problems (for example, the importance of water in human life and the environment), relying on visual aids specific to the curriculum. At the same time, related speech develops, vocabulary enriches.

3. The final part. Children are encouraged to do whatever they want. (didactic games, drawing, etc.) the information obtained will be reinforced or the knowledge acquired earlier will be activated

Integration allows the teacher to be creative, to express himself, to show himself. The whole world is unimaginable today because it is shaped by the analysis of universal knowledge. For this purpose, the interaction is analyzed, the main principles of the content of education are defined. It is characterized by new knowledge, general scientific concepts, categories and approaches.

### Experimental results

The results of the pilot study with the preschoolers of Andijan, Tashkent and Jizzakh provinces showed that preschool children have some disadvantages in shaping the world. The process of diagnosing children's perceptions of



the world was through interviews, questionnaires, and observations. At the end of the formative experiments, students from the experience and control group were diagnosed with the world. The following techniques were used in this process: "Free classification" developed by O. Dyachenko [7] and a talk program designed to identify M.A. Vasileva's [5] perceptions of children with the world. The mean values of the experience and control group students were calculated based on the level of knowledge, skills and abilities of the environment and their initial perceptions of the world.

#### **Recommendation.**

As we have already mentioned, the structure of integrated trainings is fundamentally different from the traditional one and the following requirements are met:

- clarity of topic, compactness, intensification of educational material;
- logical interrelation of the parts of each study session in the syllabus;
- at each stage of the lesson, the integration learning material is cross-referenced;
- a large amount of material is used in the lesson;
- systematicity and clarity in reporting material;
- the need to follow the training schedule.

Emphasis on integrated training options, its content, humanity, and individuality are among the most positive aspects of modern training.

#### **Conclusion.**

Integrated training in preschools coordinates the activities of specialists (music director, psychologist, physical education instructor). The interrelationship between the content of education is provided through integrated lessons and activities (holiday celebs)

The following steps will be taken to create such a system:

- the curriculum of the activities should be appropriate;
- developing skills for discussing common concepts;
- preparation of questions for integration lessons;
- mutual consultations between teachers and educators on the topic.

When children accept a mentor in a positive way, they respect, love and trust. Various types of activities are required during the exercise, and interconnected activities, such as fairy tale scenery, decorations, and game attributes; listening to music, reading visual arts and drawing when reading fiction.

- Moving to a variety of activities helps to attract the attention of children, improves the effectiveness of training, and relieves tiredness and tension. Combining different areas in the classroom saves time for games, hikes and independent activities for children. The integrated education system coordinates effective interactions between educators and is seen as a partnership with parents and as a community of children and as adults.
- criteria for evaluating the effectiveness of integrated training can be:
- quality of knowledge (direction, etc.) on the topic: completeness, accuracy, clarity;
- the ability to organize interactions between processes, events and objects; attitude of pupils to objects, events and occupations;
- the ability to apply the acquired knowledge, skills and abilities to the world in their personal lives.

Integration takes place in relation to other activities. The content of each lesson consists of three interconnected parts: knowledge; sentiment; cognitive motives. Integrative training is shaping children 's knowledge and analysis of the world in a holistic manner, not in small details. Integration training requires careful preparation from the educator, providing pedagogical skills and spiritual and emotional closeness, personal relationships with children.

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