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Integration of Subjects “Native Language and Reading Literacy” and “Fine Arts and Technology” in Primary School

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ABSTRACT: This article discusses topical issues of integration of the native language and reading literacy in primary grades of secondary schools, as well as fine arts and technology.

KEYWORDS: integration, integrated lesson, technology, learning, system, didactic games, construction, continuity, academic disciplines, perception process.

I.G.As Pestalotssi noted, "...reason is a source that rises from restless sensory perception to specific concepts" [5, 102]. And the understanding of these concepts is directly related to the art of speech.

Images of a free nature develop impressionability in the child along with logic. Therefore, in each lesson, the issues of growing speech are also solved. In this case, it is necessary to take into account the specificity of the material under study and the feasibility of choosing the issue of growing speech. It is no secret that students are very fond of these lessons. Such lessons give students a lot of New, necessary concepts, regulate their imagination, clarify the circumstances in which students need to use the knowledge gained in other lessons. In this case, children better assimilate the material being studied, their knowledge becomes a system state, and for students it becomes important. [4, 228-229]

It is known that children of small school age (7-11 years) are dominated by the ability to think holistically, they understand more deeply the essence of things-events based on pictures, tables. The development of clear-figurative, mobile-figurative forms of thinking in children of younger school age necessitates the greater use of visual weapons in education [1, 78]. Therefore, in the implementation of the integration of the native language and fine arts subjects, the teacher should always direct the activities of independent creativity of children in the lesson process to the implementation of the main goal set above. Chunoschi, the teacher, before submitting a written exercise in the lesson, can give students the following task: the child is given the task of describing in his notebook the path he has taken from home in the morning to school. In doing so, children are advised to outline each turn, the path to such points as a bump, a turn. This, of course, activates the memory of the child, which is of interest in him. The main thing is that the child's arm muscles are prepared for writing. Many such tasks can be found. It depends on the imagination of the teacher. Children also practice writing a word, letter, or sentence in a notebook when they describe what comes to mind in a notebook.

It is worth noting that it is advisable to use such a relaxation minute exercise in each writing lesson, since drawing according to the text of the exercise in which the child himself worked is of great educational importance. With this, the teacher also achieves a detailed understanding of the text, not trying too hard to draw the child's attention to himself. And children achieve an understanding of the essence of this task.

As you know, in the process of simple reading, attention is also paid to small elements that do not make an impression on the child's memory. In the process of composing his own text image, children also acquire a kind of artistic speech. As far as they can, they penetrate into the text, enrich their perception of the portable meanings of words and observe the variety of word meanings.

The integration of the native language with the science of labor education (technology) is also considered very interesting. Also, the integration of this subject, like other subjects, is applied to a certain part of the lesson, mainly to



the beginning of the lesson. Often teachers use assignments such as making shapes out of plasticine, cutting flat shapes out of Paper [3, 74-75].

It is also important to correctly specify the content and content of Technology Science. With the science of technology, the subjects of study studied at school are inextricably linked, this continuity is carried out through a deep understanding of the educational and creative nature of technology, as well as the process of using scientific knowledge. In the process of socially useful labor, students are tasked with putting into practice the knowledge they have mastered. And, finally, it will be necessary to direct the definition and organization of the content of child labor based on the requirements of modern professions, relying precisely on the needs of domestic production, the national economy. It turns out that such work also introduces students to general labor and certain professional skills, also provides for the organization of Labor on a science basis, the transition from one specialty to another. The professions of a chunanchi, a mechanizer, a plumber, a farmer, a breeder direct students to modern professions, contribute to the general development of children, the formation of a psychology of workaholicism. Moreover, these are the common and specific principles of the content of general secondary education.

Integration means a new approach to teaching and educating students [2, 59]. Such an approach reflects the objective integrity of systemic relations at different levels (Nature-Society-man). It also leads to an increase in the level of integrity and organization of the elements of the system.

During integration, the volume of interconnection increases and is regulated, the functioning of the parts of the same system and the integrity of the source of study are regulated. According to the emphasis in modern didactics and methodology, the success of the education, development and education of students is due to the fact that they understand the concept of world unity in them, the need to establish their activities on the basis of the laws of a common nature and master interdisciplinary connections. Accordingly, integration in the educational system is also considered through a systematic approach to the construction of the content of educational disciplines [6, 258]. The implementation of integration in education is important in pedagogical, psychological, hygienic and physiological terms, in which a favorable opportunity is also born for students to show their creative abilities. As a result, the level of effectiveness of the educational and cognitive process increases, students' interest in disciplines increases through the integration of disciplines, and knowledge levels increase.

In the psyche of any child, it will be possible to see important features inherent in a creative personality. But with the creative activity of children, one should not look equally at the samples of adult creative culture. In doing so, it is also important to consider the creative possibilities between them. It is worth saying that mainly in most students, the difficulty in acquiring educational material is also associated with the fact that in them the features of thinking are not sufficiently formulated. The range of these defects includes the inability to independently analyze, compare, distinguish the main from the general one, lack of activity, shyness, flexibility of thinking, etc.

Didactic games on topics in integrated training are also aimed at developing thinking in students. These games can be used to reduce fatigue during class time, to concentrate. They help to properly organize study and rest, to raise the emotional abilities of students in training. Group games, on the other hand, will be aimed at developing mutual understanding, cooperation, respect, trust in each other in children.

When integration also focuses on games that develop the process of perception, it is in accordance with the goal. Including:

1. Analysis of pictures. Complicated by the simple, the children are shown a variety of pictures (2-3 minutes), then the pictures are taken away, and then the children are asked to tell a story about what they saw in the pictures. This can be not only the perception of the game, but also the factor of visual memory, speech development, increased observation. It will be possible to use this game mainly when the lessons of reading, mother tongue, nature are combined. The selected images must necessarily relate to the subject being read.
2. Game of determining the number of sounds. In this, the teacher knocks on the table several times with a pencil. The child will have to list and tell how many times he has been hit.
3. Magic drop. A drop of color is dripped onto a sheet of paper and the paper is folded. Readers are required to tell what the drop looks like. In this, the child who says the name of the subject most often is the winner.
4. Continue painting. Each reader should have a piece of paper and a pen. The first reader begins to draw some kind of picture. The next reader continues it, telling what The started picture is. This is how the game is continued until the participants are able to enter the drawing until they can add something to the drawing. The winner is the participant who put the last point in the picture. This game can be played on a class board or group by group between students who are seated in a circle.



Hence, it is important that such psychological games are applied to concentrate, relax the thoughts of students, adapting to the topics of the integrated lesson.

In conclusion, it can be said that the integration of educational content in increasing the level of knowledge of students leads to high results. In it, the integration process can help ensure the comprehensive development of children not only through the interconnection of disciplines, but also through objects that can be harmonized among themselves and have a positive effect on the child. For this, the organization of education on the basis of modern interpretation is of urgent importance.

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