

## PRIMARY EDUCATION IS THE MOST IMPORTANT STAGE OF PERSONAL FORMATION

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### ABSTRACT

This article will talk about the task of improving the teaching methodology of Primary School students in a new generation textbook, on the basis of advanced foreign experiences, the preparation of textbooks of the 1st-4th grade on the basis of a new “4K” model, new models of educational content that allow the educational process to be directed to the student.

**Keywords:** textbook, “4K” model, approach, concept, integration, collaborationism, communicativity, creative thinking, critical thinking.

### INTRODUCTION

The 21st century ushered in a period of profound reform in didactics, including teaching methodology. The concept for the development of the public education system until 2030 sets out the task of improving the teaching methodology. The goals of general secondary education have changed based on the requirements of the Times. Accordingly, certain work on updating textbooks was carried out. In particular, on the basis of advanced foreign experiments, textbooks of the 1st-4th grade were prepared anew on the basis of the “4K” model. The use of the “4K” model has passed many tests, the important thing is a modern approach. From it, new educational concepts, curricula, educational standards were developed. Changes in the socio-political, economic and spiritual life of the Republic, achievements in science, technology and technology should be expressed in the content of Education. It is also important to offer new models of educational content that allow the educational process to be directed to the individual of the student in its fullest sense and to ensure that these models are reflected in curricula, textbooks and teaching aids.

### METHODS

in our country, it is envisaged to improve the content of education in the following ways:

- reflect the newest successes in science and experience;

- getting rid of secondary and over-complicated materials;
- to determine the list of subjects studied and the size of materials, and to determine the optimal size of the qualifications and skills that the student youth should definitely master;
- a very clear statement of the basic concepts and leading ideas related to the academic disciplines;
- arm students with pedagogical technologies: computer, Xerxes, e-mail and other similar knowledge, as well as generate skills in using these technologies in them.

## RESULTS

The role of science integration is also important in improving the content of Education. The statement of the content of education is intended not only through certain disciplines, but also to be approached in a new way-on the basis of integrated education. With the new experience, however, more importance is attached to the students ' critical thinking, the ability to freely articulate their own opinion. These new modern school textbooks provide an innovational approach. This methodology is aimed at the comprehensive development of children and includes four main competencies.

## DISCUSSION

The increase in learned subjects in the school curriculum led to a reduction in the time allotted for the study of certain subjects. This in turn has become a problem in which it is necessary to integrate the system of scientific knowledge, update the organizational forms, methods and tools of its training, find a solution.

In the educational process, there is a strong need to apply the experience of immersion to the student, harmonizing harmonious, mutually adequate, overlapping concepts. It is an important task of the teacher to harmonize on the basis of inter-academic communication as well as a comparison of the terms of inter-subject communication within the same academic discipline and to form such skills in the student as well. There is a strong need to create a conceptual model of pedagogical integration that allows you to concentrate all adequate concepts that are included in the content of educational disciplines in itself. This is an important factor in ensuring the effectiveness of the learning process.

The word "intergration" comes from the Latin *integratio*-restoration, complement, whole "integer". Integration can be understood as assembling individual elements and combining them, making them whole. Y.M.Kolyagin believes that "integration is the creation of a holistic picture of the environment".

The content of the concept of integration is comprehensive and is viewed in an objective way, from the inter-body incarnation in the universe to the integration of interdisciplinary knowledge.

Pedagogically, educationally, it represents integration, continuity, interdisciplinary, and interdependence. It serves as a complementary, expanding, deepening agent.

The integrated educational process is important when presenting knowledge, concepts that form the main basis of educational content to students in a holistic way.

The search for ways to improve the content and structure of education, the development of didactic foundations of primary education based on the ideas of modern scientific integration is an important requirement of the present day.

In elementary grades, the educational process serves to provide the necessary level of training for the formation and development of logical thinking abilities of students, to be able to independently express their thoughts, and to continue their studies at the second stage of Education.

Collaborationism-textbooks are structured in such a way that they help develop the ability of students to work in a team. It helps students learn collaboration, effective feedback, and mutual support skills.

Communicativity-textbooks are aimed at developing the ability of students to communicate with others. Students learn to express their thoughts clearly and clearly, listen and understand the interlocutor, and make the most of the language tools in communicating information.

Creative thinking-textbooks develop the ability to think creatively and innovate. Students learn to apply new approaches to achieve their goals, develop innovative solutions, and acquire creative problem-solving skills.

Critical thinking – this methodology involves the development of students' skills for critical assessment of information, formation of their own opinion and reasoning. Students learn to approach problems from an analytical point of view and form their own point of view on the basis of logical thinking.

To date, 70% of countries around the world use educational programs and textbooks of an integrative nature in the educational system. Each country has developed and is introducing different levels of integration based on the nature of the order placed on the education system of the same state. Chunonchi, while in the UK education system mainly integrative subjects are introduced, integrated subjects or separate subjects are taught in Korea and Switzerland with integrated subjects in Australia, separate subjects in Japan, Northern Ireland, Wales, Hong Kong and Germany, cultural subjects in Hungary, human and nature, integrative subjects, separate subjects in the Netherlands, Science and technology in Ireland. We are taking the first steps in this area. In particular, the state educational standards of primary education define the educational areas "mother tongue", "reading", "mathematics", "nature" and "Man and society".

If we want to help develop these important competencies, we must organize the learning process in a fun and useful way for children. Each lesson in school is a process in which students receive independent knowledge and develop their abilities, and not just master the content of science.

Since it is intended to achieve efficiency as a result of the educational process by organizing the educational process on the basis of integrative programs and textbooks, it is appropriate for the purpose of using different levels of integration. For example,

1. The integration based on the sequential presentation of topics, in which the principle of concentricity is followed in the statement of educational materials, that is, the previous educational material completes the next one. But never repeat each other.

2. Integration based on the generation of coherent points in curricula, in which it is also important to ensure inter-thematic harmony in the programs in order to prevent repeated issuance of educational materials.

3. Modular integration, within the framework of such integration, is presented to students in an inextricable way, with knowledge and concepts related to related academic disciplines integrated into one system.

4. Integrative programs imply that programs of this type are presented harmoniously with topics related to several subjects of study or subjects of study. 5. Inter-subject integration, in which the teaching materials given within the framework of the same course are harmonized with educational materials that are essentially close within the framework of another course. For example, exercises on the formation of a culture of mathematical communication can be given in the textbooks "mother tongue", issues, exercises and texts aimed at the development of economic knowledge and skills, in the textbooks "Mathematics" and "mother tongue", "reading".

The implementation of integration in education is important both economically and pedagogically, hygienically and physiologically. As a result of applying one or another level of integration in the educational process, the student's time and strength are saved, his cognitive capabilities expand. And new textbooks for primary classes are more significant in that they not only comprehensively develop the younger generation, the owners of our future, but also focus on the formation in them of the skills necessary for successful adaptation to modern society.

## CONCLUSIONS

In summary, science integration allows the following processes to be activated:

- to attract the attention of students to the main aspects of the Academic Sciences, which are important in revealing important ideas of science;

- expand the scope of creative initiative and educational independence of students by complicating issues of perception;

- formation of interest in learning in students by various means, in their continuous unity of educational subjects;
- implementation of creative cooperation between teachers and students;
- to study the problems and issues of the worldview of the present time through the means of science communication, on a harmonious basis with life.

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