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INTEGRATION OF DISCIPLINES IN PRIMARY EDUCATION

Abstract: Current article outlines the peculiarities and benefits of the integration of primary education disciplines. The idea of continuous development for each learner means constant support for the skills gained in a particular lesson. Some of these skills are the result of working with different sources of information, and some of them are the result of working together with different interdisciplinary knowledge, fiction, and integrated learning activities.

Key words: integrated lessons, interconnection of subjects, collaboration, solidarity, reading, domestic animals, wild animals, poultry.

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Introduction

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As it is known, educational procedures today should be seen as a complex process that promotes comprehensive development of students. Therefore, this process should help ensure that students of all ages interact with mental development, learning activities, and the development of their personality in the learning process. In this context, integrated learning envisages the interconnection of students' quality of knowledge. Providing optimal development of the student in special educational activities, focused on the individual characteristics of each pupil, their pedagogical support, recognition of their abilities and talents, adaptation to specific conditions important. If teaching and development issues are aligned with the learner, pedagogical support of its identity is of paramount importance.

Each of the integrated lessons is a well-thought-out system designed to work through individual work and teamwork within a specific discipline, taking into account the didactic and psychological requirements and the difficulty of tasks at different levels of complexity. The development of a theme requires specific pedagogical conditions.

The learner is often able to complete a self-fulfilling task in small groups as a result of mutual

support and understanding. Exercises and tasks that are difficult for a small group can be easily and qualitatively performed by students as a team. Depending on the level of differentiation of questions and tasks, and the assignments on a particular subject, their quality requires that each student has an identity. At the same time, in the performance of such tasks, the learner determines his / her own development and level of knowledge and individual behaviour.

The choice of content of education should be tailored to each student's unique ability and skills. The principle of continuous development of each child requires the integration of learning materials and the creation of textbooks that incorporate integrated learning materials. The consistency of the knowledge provided, the overall level of development of the learner, is initially based on the goal. Therefore, the content of the learning materials is presented in different colors, symbols, their meaning and size. As a result, the pupil has an observation activity. Because observation and curiosity is the main activity of the person. This in turn stimulates thinking.

The teaching materials in the integrated lessons should be designed to support the learner's comprehensive development, and should be tailored to that level of development. It is important that each student is given the opportunity to learn independently and to develop consistent skills in each classroom.

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Prior to gaining some of these skills, the learning process should be extended to multi-disciplinary procedures. Some of them are independent works and some are created by information sources. We should not use any technology, but we must also provide opportunities for students to work independently. At the same time, independent work should mean that we do not understand the student's uncontrolled activity but also to improve his or her self-awareness. The learner needs to be able to choose which tasks he is interested in and which he is able to solve. It is important to take into account the student's wishes and knowledge quality.

The idea of continuous development for each learner means continuous support for the skills acquired in a particular lesson. Some of these skills are the result of working with different sources of information, and some of them are the result of working together with different interdisciplinary knowledge, fiction, and integrated learning activities.

In continuing education, it is important to ensure that knowledge, skills and abilities are viewed as means and not the purpose of student learning. All students must master the content provided by the SES (State educational standards) at the skill level. After that, it is necessary to provide a number of more complex learning materials, taking into account the individual capabilities and wishes of the learner, to be reflected in the optimal curriculum, textbooks and study guides. It also raises the quality of knowledge of the learner and the requirements for learning a particular subjects.

It is important to integrate the content of education in the development of students' knowledge, to present all concepts included in the content of education as knowledge in the natural, scientific and social sciences. This is because integrated lessons help students to develop a holistic view of the integrity of the world. Therefore, there is a strong need to integrate a number of academic disciplines. Integrated lessons build confidence in students. Provides the success of the educational process and high quality of knowledge, the lessons are covered by the specifics of psychological comfort, and the training sessions are organized to effectively organize student activities. The following are some of the activities that can be used to enhance students' quality of knowledge, including: The rune holds. Therefore, native language is related to all disciplines, because language is a necessary means for describing all disciplines.

Through the language, all aspects of the truth are revealed.

It is impossible to mentally activate the language without learning the language. Language as a weapon is one of the conditions in which a student of any subject should get knowledge. Not only is the native language taught as a multidisciplinary subject in school education, it also relates to other disciplines in terms of content and tone. The study of the requirements and objectives of science in the integration of native language and reading classes in elementary school. The goals must be relevant to both disciplines. In the accompanying lesson, it is difficult to find suitable topics, but the implementation of exercises in the native language can be tailored to the relevant topics in the textbook.

The opportunities for learning and the integration of natural sciences are very broad, and in the general education and upbringing classes that are ahead of these lessons, students learn about the nature of their country, seasonal changes in nature, domestic and wildlife, and insects

The reading lesson shapes learners' emotional perception of the nature in more colourful way and teaches students to express their aesthetic attitude to nature through language. In the lessons of nature, learner observes and watches with his eyes. The existence of common interdisciplinary themes aims to combine these methods and make them more accessible to students. If the two disciplines are combined, the lesson should be planned in such a way that the information from the other disciplines is complementary to that of the other subjects.

Effective perception of natural phenomena in the integration of native language and natural sciences is always associated with children's speech work. The teacher teaches students to tell the plants, animals, and the human body to speak correctly, and suggests observations. Much of the content of the exercises written in the native language is related to natural events. So it is good to have a short conversation about the environment and others.

Essays can be used when learning a 'text' topic, while remembering that speech is a key factor in the development of native language. When choosing an essay, you will need to choose some of the topics that are specific to nature. These essays can be held up to 5-20 minutes, 5-15 words per week. The essay fosters a love of nature for children and helps them to understand the moral demands of the time. It also teaches story writing or fairy tale writing.

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