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Characteristics of International Integration of Sciences in Primary Schools

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Abstract: This article describes the integration and usefulness of subjects in the classroom. Not only several disciplines but also interdisciplinary interrelationships are highly effective and motivate students to take lessons.

Keywords: Integration, Education, Effective Lesson, Method, Practice, Course, Action, Didactic, Construction.

INTRODUCTION

The problem of integrating primary education is both theoretically and practically important and relevant. There have been several approaches to the integration of primary education in recent times: from the fact that the lesson is taught by two science teachers or by combining two subjects into one lesson and taught by one teacher, to the introduction of integrated courses, until the content of education is radically changed. Neither the school nor the didactics and methodology are ready for this.

There has been a lot of talk lately about integrating school education. Scientists and practicing educators are struggling to figure out how to create a holistic understanding of the world in children and to create a whole program to bring together knowledge in different disciplines. Efforts are being made to organize courses that combine closely related disciplines. For example, mathematics and construction, fine arts, and artistic work. The effectiveness of these courses can be assessed on the basis of many years of work of foreign educators. After all, integrated courses have become commonplace for foreign schools.

MATERIALS AND METHODS

Acquaintance with foreign experience has shown that integrated sciences, which are the basis for the development of knowledge about nature and society, are included in the curricula of many countries. This suggests that integrated environmental sciences are a key tool in the world community to instill in students a sense of responsibility for the environment.

This method of integration is used in incomplete and incomplete secondary schools. In the upper grades of high schools in the United States, the subject of "Earth Studies" is included, which includes physics, chemistry, geography, geology, crystallography, soil science, and so on. In the Czech Republic and Slovakia, a similar generalized integrated course called “Civic Education” has been introduced in the upper grades.

In primary education, the teacher is the link that integrates. He teaches children arithmetic, writing, many basic concepts of nature, and more, doing so at the level of his own strength and ability. We can also think of a teacher’s teaching in the primary grades as a way of integration.

Kolegin &.Aleksinko point out the negative factors of integration as follows:

- Limited number of subjects - the content of the acquired knowledge can be supplemented by reflecting the real world, the interdependence of its parts;
- The need to develop critical reading, writing and numeracy skills.

Robert Carlos says elementary school should not only teach reading, writing, and counting, but also accomplish a more important and larger task. Because stimulating a child’s intellectual activity during the formation of an entire child is as important for his or her subsequent success as his or her natural ability.

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The difficulty of designing integrated courses to make them understandable and simple for children of this age. Ways to overcome this factor are in the production of the most appropriate methods, tested in practice, and in a special system of teacher training.

The idea of integrating education began to be discussed in public education, along with stratification and individualization. If the level of preparation for independent work with books, textbooks and other literature on the basis of stratification of primary school education and the active formation of interests at the primary school age requires deepening some general concepts that are the objects of study of different disciplines, can be defined and expanded.

The main goal of the integration of education is to lay the foundations of a good idea of nature and society in primary school and to form their own attitude to the laws of their development. That is why it is important for a small school student to see several aspects of a subject or event: logically and emotionally, in a play of art and a popular scientific article, from the point of view of a biologist, a word master, an artist, a musician, and so on.

The methodological basis of the approach to the integration of education is the study of the basic sciences and the understanding of the laws of the universe in the interdisciplinary and interdisciplinary relationships. This can be achieved by going back to the concepts of turh lessons many times, deepening and enriching them, and identifying important signs that are understandable at this age. Thus, any lesson that has a well-formed structure and order of instruction and includes a group of concepts relevant to the subject can be taken as a basis for integration.

Integrated lessons. An integrated course from the beginning is extracurricular reading. Here is the whole process:

- Improving the reading skills acquired in reading lessons as a reading tool;
- Work on the text;
- Select books, such as selecting a circle of interlocutors.

Mathematics is also an integrated course - an element of arithmetic, algebra and geometry that allows you to master the material of arithmetic, as well as preparation for teaching the basics of algebra and geometry, labor education. An integrated course from the beginning - natural sciences (basics of natural sciences). In addition to the above courses, which are integrated from the beginning, the following disciplines can be combined: reading-Russian, reading-natural sciences, reading-fine arts, reading-music, natural sciences-mathematics, natural sciences-labor education, mathematics -labor education, mathematics and physical education.

Studies have shown that the methods and tools that help to implement an integrated approach include:

- Heuristic conversations;
- General conversations; excursions;
- Demonstrative methods of teaching;
- Independent work;
- Oral drawing in reading, mathematics lessons;
- Signal appearances (pantomimes);
- Expressive reading of nature images in science lessons;

The concept of "integration" in education has two meanings:

- To give the student a good idea of the world around him (here integration is seen as an educational goal).
- Find a common platform for convergence of subject knowledge (here, integration is an educational tool).

CONCLUSION

Integration is a means of accepting new ideas within the boundaries of subject knowledge. First of all, it is necessary to fill in the gaps between the differentiated knowledge, to establish connections between them.

This task is solved by comparing possible alternatives and evaluating other available options. Coordination means defining the degree of conformity of the pedagogical system to the goals for which it was established. The conformity achieved for one condition never conforms to other conditions. Therefore, the concept of coordination requires precision.

As mentioned earlier, the desired results can be achieved through ways of overworking teachers and students.

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