

## PARTICULARITIES OF THE BUILDING AND UNDERTAKING INTEGRATED LESSON IN INITIAL CLASS WITH RUSSIAN LANGUAGE OF THE EDUCATION

Eshpulatov S.N.

*Teacher of the Samarkand state university, Samarkand, e-mail: marina-20053@yandex.ru*

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This article is considered about possible variants of integration Russian language with the other subjects that studying in initial classes with language of the education.

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**Keywords: integration, differentiated knowledge, Russian language, development of speech**

The Pedagogical system of each history epoch outlives essential change. However on all stage of the development society follows to spare emphases to qualitative preparing the younger generation to independent life. Pupils today have a high mental potential, but, well knowledge's, often cannot use them in practical activity. One of the efficient facilities of the decision given problems can become the integration of the contents of the formation, promoting shaping beside pupils initial classes of the belief about holistic picture of the world. Under integration in broad sense understand the process of the formation to wholeness. The Determination to integrations as process means not dissolution one in the other, but their unity that is to say conservation interacting systems and adjustment between them mutual contact [2]. With reference to system of the education notion «integration» can take two importance's: first, this creation beside schoolboy of the holistic belief about surrounding world; secondly, this finding of the general platform of the rapprochement of the subject knowledge's. The Integration as purpose of the education must give the pupil of that knowledge, which reflect relatedness of the separate parts of the world as systems, teach the child with the first step of the education to present the world as united integer, in which all elements interconnected. The realization to these purposes can begin in grade school already. The integration also – a facility of the reception of the new presentations on butting of the traditional subject knowledge's. In the first place she is called to fill the ignorance on butting already available differentiated knowledge's to install the existing relationship between them. She is directed on development of the eruditions training, on renovation existing narrow specialization in education. In ditto time integration must not change education classical scholastic subject, she must only connect the got knowledge's in united system [4].

In scholastic process notion to integrations different researcher is interpreted differently: S.I. Archangelsk pays attention to intercooling contents, methods and type of the education;

G.I. Baturina understands under integration creation holistic scholastic of the process and scientifically-motivated systems of goal-directed management process shaping to personalities; O.I. Bugaev integration of the contents of the formation explains need of the determination integration relationships for the reason shaping beside pupil holistic picture of the world I.D. Zverev for background sign of the integrations takes wholeness of the system of the education; V.R. Ilichenko confirms that integration of the knowledge's is a necessary condition of the shaping scientific pupil and is realized on base general for all subject given cycle of the fundamental regularities of the nature; L.M. Momot and V. Glomozda consider that in contents of the education integration is realized by merging in one synthesized subject, course, subject, element different scholastic subject on base broad integration scientific approach G.F. Fedorec sees the integration in varied relationship and dependency between structured component of the pedagogical system [1].

Resting in analysis integration processes in our understanding integration – a deep process of the internal interaction, scientific knowledge's, presenting scholastic subjects. The Practice confirms that subject change at realization of the integrations, structure, connected scholastic discipline, enlarge and problems, becomes on high level their notional-categorical device and methodological toolbox. The Practice confirms, due to integrations in consciousness pupil is formed more active and all-round picture of the world, boys begin actively to use their own knowledge's.

The integration allows teaching the child by itself to gain the knowledge's, develop the interest to teaching, and raise his intellectual level. In initial class she carries their own particularities and carries the collective nature i.e. «Little on all».

The children get acquainted with many phenomena's, notion, and subject on early stage of the education already, but have about them the most elementary presentations. On measure of the education they get all new and new knowledge's, renewing and increasing

already available. In this main difficulty integrated lesson since necessary to save the dynamic development of any subject from its introduction before fastening. In turn, these lessons allow the teacher to reduce the time of the study separate that, liquidate duplication of the material on miscellaneous subject, spare more attention that purpose, which teacher selects at present education.

The integrated lessons remove and overstrain pupil for count of the switching with one type of activity on another. However, as it was noted above, at the first two years of the education in school does not follow specifically to accent on integrations since beside child not yet big baggage of the knowledge's, did not grammatical, computing, technical skills.

The main by particularity of the integrated lesson, on our glance, is that such lesson is built on base of some one subject, in our event Russian language, which is a main. Rest, integral with him subjects, help broader to study his relationship, processes, deeper understand essence of the under study subject, understand the relationship with real life and possibility of the using the got knowledge's in practice.

Within the framework of given article we stop on relationship of the Russian language with the other subject. Bring fragments some integrated lesson, called on by us in practice. The Russian language as subject of the school formation – a phenomena, and contacts it with the other subject come to light in contents not only. The relationship between subject, what the scientist note, is expressed as well as in that, "that one subject serves as it were instrument at decision on a matter and problems in the other subject. Such subject for Russian language is, for instance, mathematics. The relationship of the Russian; the language and mathematicians are strictly fixed, locked. The realization it's particularly actual in those sections, material which easier whole yields to formalizations. So integration subject Russian language and mathematicians – very complex process, and in practice it's nearly do not realize. But if realize, that much seldom. For instance, we integrate the Russian language with mathematics at study of the subject «Orthography numeral» or «Quantitative and ordinal numbers» etc.

We shall note one more variant a contact, which are fixed between Russian language and the other subject in organizing – a methodical plan. There is in view of organizing forms of the education, typical of different school discipline, as the bases for spoken and written work on lesson of the Russian language: formation example, answers to questions, letter of the compositions on the personal impressions and etc. The most wide-spread is an integration of the Russian language with reading, graphic

arts, music. But in the same way these relationship can intertwine else, where are integrated not two subjects, but three and even more. Such lessons promote the deep penetration pupil in word, in the world of the paints and sound, help shaping literate spoken and written speech pupils students, its development and enrichment, develop the aesthetic taste, skill to understand and value the works of art, beauty and wealth of the native nature.

In initial class the most wide-spread integration native language with nature-study. In our practical person to subject Russian language is added one more – a graphic arts. Want to introduce with fragment of such lesson: Subject: Springtime on picture P. Konchalovskogo «Lilac».

The Lesson was built in such sequences:

1. «Before you reproduction of the picture P. Konchalovskogo «Lilac», – addresses the teacher to pupils, – not truth, on you immediately smell the springtime? Consider attentively picture. Pay attention to abundance color, expressed by artist. Was able he show that lilac fresh? As it is woke; waked its right before cut and brought in room? What color this splendid, splendid lilac? See, carefully draws the artist a petal, lilac?

2. Hereinafter on supporting wordless, recorded on board, children write their own tales or mini-compositions on picture «Lilac».

3. The acquaintance pupil with legend about appearance lilac: «Springtime, having disturbed rays sun and rainbows, became to throw them to the land. And there, where carries rays, becalmed flabby the flowers – orange, red, white, blue. The springtime went with south on north, generously spilling their own rays. When she reached the north, beside she remained one only mauve. From them-that and increased bushes lilac». There is else lilac from Percy. Four hundred years back lilac has brought to Vein, but from there she became to spread on the whole Europe».

Hereinafter we offer the children to execute the exercises on language on this text. About particularity of the integrations subject Russian language and music's. At first thought generality these subject can be shown more doubtful, but possibility of the association – unrealistic. So we try to show that unites these two subjects as in that material, which subjects to assimilation, so and in special ability, with the help of some is adopted material.

The Ithaca, on lesson of the Russian language pupils must adopt the Russian speech in all its aspect, but on lesson of the music under study material – a canto, music product, in which merge two poetries – music and speech. And on lesson of the Russian language, and on lesson of the music we must obtain the clear

pronunciation a sound, correct stating the body and heads during speech and chant, holdings by breathing and voice. «However relationship between speech and chant deeper, and root this relationship leave in depth ages, when, in the opinion of many scientist speech and chant met, in one poetry and when their base was not differentiated».

The Methodists past and modern researchers in the field of psychologists and methods stop its attention on the general in linguistically and music ability. So from all abilities at present possible such, as speech and ear for music. Exactly, this ability bests the basis of successful assimilation to matters of the language and chant.

The Ithaca, beside teachers of the Russian language and music's much general problems, which much more effectively can be solved joint effort. The Material of the language and music's in related and even differences can be used with methodical effect under skillful collation. The Integration lesson Russian language with music gives the efficient result, for instance, at study of some case forms and words with «difficult» graves. So, at verse or song students better master this subject. The Expected rhyme beforehand prepares the pupil to the following case ending. Learned some fragment or verses song, which are usually used as organized beginning on lesson of the Russian language, pupils remember the necessary words, expressions, integer to

thoughts, is improved pronunciation. The Music on lesson of the Russian language creates relaxed atmosphere, helps the pupil be deeper sunk in atmosphere everyday life, natures. «On such integrated lesson educational function of the music not less important, than educational». Since at bugging of some product on lesson, teacher most often reports and short given about author, and history of the making the product. This allows and promotes the expansion of the outlook pupils.

The Integration this subject plays the important role in development of the mental abilities, activations of the thinking, development of the spatial presentation, as well as in development speech and emotional child. Thereby, in given article were considered possible variants integration native language with the other subject. Were a brought synopsis integrated lesson, but in some cases only their fragments.

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