

толчок к победе в соревнованиях. Для этого необходимо в кратчайший срок оценить окружающую обстановку, выбрать воспитание, наиболее правильное действие и выполнить его можно систематическим подходом к патриотическому воспитанию. Так как игры способствуют самопознанию, мы считаем, что они также воздействуют на патриотическое воспитание юных спортсменов.

Список использованных источников

1. Аль-Фараби. Философские трактаты. Алма-Ата, 1970. 465с.
2. *Ибн Сина*. Канон врачебной науки: В 5 т.— Ташкент, 1956-1960.
3. Хайруллаев М. Абу Наср аль-Фараби. М., 1982. 134с.

УДК 39(24)

НАУЧНЫЕ АСПЕКТЫ ИССЛЕДОВАНИЯ ИНТЕГРАЦИИ ПРЕДМЕТОВ НАЧАЛЬНЫХ КЛАССОВ КАК ПЕДАГОГИЧЕСКАЯ КАТЕГОРИЯ

Гасанов Э.Л.

Гянджинское отделение Национальной академии наук Азербайджана

В данной научной статье изучены основные сведения о междисциплинарной интеграции на основе развивающей методики обучения. Эта проблема может быть значительной и реальной, при выполнении следующих условий:

- сформировать целостную картину (табло) своего юношеского мира;
- обеспечить развитие интеллектуальных интересов и способностей учащихся;
- учитывать динамику, уровни и этапы умственного развития младших школьников и основы их развития.

Методологической основой исследования послужили идеи гуманитаризации и демократизации образования, целостный системный подход к педагогическому процессу, единство объективности и субъективности, взаимосвязь и влияние традиционного и инновационного образования.

A number of researchers are characterized by the use of teaching methods, cognitive questions and research elements in solving the current problem. These approaches are based on concepts (composition of knowledge) in various disciplines, activities and skills. This allows you to combine educational, educational and developmental tasks with training. In determining the classification model of interdisciplinary relations suggests relying on three main systems: the information structure of the subject, the morphological structure of educational activities, as well as organizational and methodological elements of training [2, 61-66].

Given that training is a complete process, interdisciplinary interactions operate at three interconnected levels: 1) significant information; 2) practical activities; 3) organizational and methodological. Based on these considerations,

interdisciplinary communication can be considered as a system of elements:

1. The content of education is based on interdisciplinary relations due to didactic and methodological methods and means.

2. Visual tools (diagrams, graphs, charts, plans, maps, etc.) reflecting interdisciplinary communication.

3. Forms of interaction teaching individual disciplines.

4. Optimal conditions for the organization of interdisciplinary relations - objective conditions (curricula, textbooks, development of the theoretical foundations of interdisciplinary relations, etc.) and subjective conditions (knowledge of mixed subject programs by teachers, planning of interdisciplinary relations, etc.).

5. Definition of methods of interdisciplinary communication [6, 23-26].

The generalization of information in different disciplines leads to the emergence of new knowledge, both theoretical and applied. We are talking about new skills and habits in an interdisciplinary structure. The new structure does not easily translate specific knowledge, concepts and methods of one science into another. The new structure is distinguished by both the quantity and quality of the elements. A systematic approach to the problem allows us to study the event as a whole with a new integrated quality as a result of interaction. In the process of interdisciplinary communication, knowledge of one subject is the beginning of the formation of new knowledge in a new structure. The concepts included in this structure, law, category, etc. act as knowledge. The science of knowledge is as scientific as the concept itself.

Interdisciplinary links are different, and interdependence depends on content elements. There are many links that reflect the course as a whole:

- facts and events,
- definitions, categories, laws,
- rules and definitions,
- formula, scheme, etc.

Since the main paradigm of research is developmental learning, the development of intellectual abilities and curiosity of a young pupil are its most important component. Therefore, the solution of problems associated with the teaching of the Azerbaijani language, mathematics, life sciences and other disciplines in the initial educational process is possible using a specially developed interdisciplinary method.

Based on a literature review summarizing the results of research by local and foreign scholars on the problem of interdisciplinary integration, importance of a new educational paradigm was emphasized and the main trends in the development of the existing problem with psychological, pedagogical and methodological prisms were considered. This allowed us to formulate conceptual approaches to building interdisciplinary relations in elementary school. To implement interdisciplinary integration in the elementary school, a didactic training system was developed, which covers the content of training, methods of its assimilation and forms of organization of the educational process.

The methodology developed in the developmental learning environment complies with the principles of personality-oriented learning and is consistent with the concept of the information approach, the key component of which is knowledge and information culture. Their combination will create conditions for achieving the universality of education. The main provisions of the theory of educational activity, which contribute to the developing function of learning, allow significant changes in the structure of the educational process. Learning effectiveness is usually measured by the quantity and quality of knowledge gained, and development effectiveness is measured by the level of pupils' competence. As the basic forms of mental activity of pupils develop, pupil will be able to determine the direction and future activities of the environment as quickly as possible [8, 34].

Motivation of interest is closely related to the content and teaching methods. One of the first conditions for transforming activities into educational activities is a change in motivation. When evaluating the effectiveness of the proposed pedagogical method, the results of expert-psychological experience confirm the hypothesis and show its significance for discovering the personal qualities of the child in this process.

References

1. [Дьюи Д.](#) Психология и педагогика мышления. Пер. с англ. - М.: «Совершенство», 1997. - 208 с.
2. [Зицер Д.](#), Зицер Н. Практическая педагогика: азбука НО. - СПб., «Просвещение», 2007. - 287 с.
3. Hasanov E.L. About research of features of legal culture on the basis of historical-literary heritage. Information (Japan), 2017, vol. 20(4), p. 2289-2296.
4. Häsänow E. L. Geschichtliche und ethnographische Merkmale der charakteristische Ornamente von traditionellen Gändschänischen angewandten Künsten. European Science and Technology (Die Europäische Wissenschaft und die Technologien): 21st International scientific conference. Munich (Germany), October 24-25, 2018, p. 11-18.
5. Краевский В. В. Общие основы педагогики. Учеб. для студ. высш. пед. учеб. заведений. - М.: «Академия», 2003. - 256 с.
6. Педагогика. Учебное пособие. Под ред. П. И. Пидкасистого. - М.: Российское педагогическое агентство, 1995. - 638 с.
7. Педагогика. Учеб. пособие для студентов пед. институтов. Под ред. Ю. К. Бабанского. - М.: «Просвещение», 1983. - 608 с.
8. Pedoqogikanın əsasları. Bakı, Bakı Universiteti nəşriyyatı. 2008.
9. Прокопьев И. И. Педагогика. Избр. лекции. Уч. пособие в 3-х ч. - Гродно: Изд-во ГрГУ, 1997. - 114 с.