

The Role Of Integrated Learning In Increasing Lesson Efficiency In Teaching Natural Disciplines

Arzymbetova Bibisara Atamurat kyzy

Regional event of retraining and professional development of public educators of the Republic of Karakalpakstan Senior Lecturer of the Department of "Methods of specific and natural disciplines

E-mail: bibisara1951@inbox.uz

Abstract: *The article provides guidelines for achieving learning outcomes through the use of natural sciences in integrated teaching*

Keywords: *Integration, innovation, information-technology.*

I. INTRODUCTION

At present, the training of teachers in refresher courses is often focused on the acquisition and retention of learning innovations, not on the active participation of students, but on the formation and development of their needs for professional development. As a reflexive scientific center, which is designed to work together in the process of increasing the satisfaction of teachers, it is necessary to psychologically adapt teachers to independent learning, self-development and innovative services, to enrich the spiritual world and to develop and develop intellectual skills. Widespread adoption of advanced technologies, integration of continuous education with science and development, implementation of differentiated education in the context of students' abilities and capabilities, and the development of advanced pedagogical technologies and modern educational and methodological guidelines is becoming obsolete.

II. MATERIAL AND METHODS

At the same time, each teacher must be aware of the need and necessity of innovations in their field, to be able to independently receive news from various sources, the Internet, to demonstrate them to students and to use them effectively in the classroom. To do this, each teacher must have the necessary innovative knowledge, that is, to master and master the teaching process in the context of the development of cultural and professional competence.

Currently, there is a growing interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process. Modern technologies teach students to find, study and analyze their own knowledge. Physics is a pan about nature. Nature, on the other hand, is full of the riches of the world, and its secrets will be revealed to you throughout your life. It is necessary to learn it without violating its rules. Man's mission is to learn the secrets of wealth by working with nature and connecting with it. One of those resources is water. Water is a divine provision. Are we making good use of this food today? -How do we leave this food for our future hunting? -How much clean water is there on the planet?

-satisfaction of global cleanliness? However, the questions are not answered. It is the duty of all people to answer such questions. Therefore, all teachers are entrusted with the task of educating students. Teachers and students have a great deal of experience in carrying out these tasks.

Therefore, the pedagogical skills of teachers should serve as a tool in the implementation of education and training. In addition, the proposed ideas will help to shape the culture of students' knowledge of water. The pan-interconnection will also have the potential for a deeper understanding. Geography teachers, on the other hand, should be able to teach students more about the importance of water on the planet as a source of livelihood. If the volume of water on Earth is 70%. It is fair to say that 70-72% of the body weight of living beings is water.

It is important to explain to students that the truth of the matter is that the earth breathes from the work of water, and that there is development in water as well. It is important to give students an in-depth understanding of Geography in order to explain this topic in more depth during the lesson.

III. RESULTS

The main purpose of teaching this topic is to make students understand that the proper use of water resources is the conservation of water, its protection, and the fact that it is the wealth of human life and should not be wasted. He / she will be able to use the following topics in his / her work.

-Information to my son about the hydrosphere.-The oceans are also seas.

-Rivers, collar groundwater.-Glaciers are snow in the mountains.

-Water in the atmosphere.-Water in the body of a living organism.

Physical, chemical and technical differences of water. We will show you how to explain some of these topics to students. The possibility of including these topics in the program of physics and geography is clear from the analysis of the program. Water-

related materials were not only taught in the geography class, but also found their place in the elementary program in the physics class. For example, in the 6th grade, he studied evaporation, raw condensation, diffusion, and mechanical phenomena. He explained the topic of velocity and its units. In order to study the relationship between atmospheric pressure and water pressure and altitude, it is possible to focus on the following topics. This lesson can be done as follows.

Water is the lifeblood of human beings and other living beings on the planet.

Water is a natural resource. But how much water do we need to make it? Why does a person pollute water? How can we contribute to the solution of problems related to the protection of water resources? It seeks to explore questions and to express its views as follows. Water cannot make us rich on a planet without water. On the ground, the water is in constant motion.

Today, water cycles form a closed system that connects all parts of the hydrosphere, including the oceanic atmosphere and land. The following tasks can be used to teach students to express themselves. Let's imagine!

Are you stuck in a place where there is no drinking water? Your life is in danger. Where can you get the water you need in this situation? For example: - How can you use the water in that situation?

- How can you use water in space? - How can you use water in the sea? - How can you use water in the Arctic?

- How can you use water in the mountains? - Can you get water from the air in your room? During the lesson, each group was asked one question. The answers to the questions were supplemented by all members of the group, comments were added and answers were issued. The use of proverbs in physics and geography to enhance students' interest in the subject through such challenging questions allows them to explore the topic in depth. "At the head of the water the makers believe in pal, and at the end of the water the makers believe in poison." "Do not spit while looking at the wind. He will fall on his face and look at the water and spit." "Imagine! "Beware of the ballet of fire and the ballet of water." Water will not be cut off from the depths, "there will be no land for people without water, and no land for people without land." "The life of the people is with the earth, and the life of the earth is with the water. These guidelines are of great importance in the ecological education of young people as a wonderful local data, consisting of composite technologies developed by our ancestors to preserve clean drinking water. The realization of the dreams of our people for many years to come will mean that young people must appreciate every drop of water, and all people must contribute to the effective use of clean drinking water. Our great thinker Muhammad al-Khwarizmi expressed his views as follows: "You know, if tears come to the eyes of the river, it will be full of sorrow and grief.

IV. CONCLUSION

At the end of the day, people will feel sorry for you from the river. "What did our ancestor mean by the tearful eyes of the river? Answer: Here our ancestor meant that the river water was wasted. Our great-grandfather called on the river to communicate with the river and to be kind and loving. The introduction of such concepts in physics and geography ensures that the content of education is interesting. Natural environmental and economic knowledge helps students to develop competencies and increases their interest in the subject.

REFERENCES

1. Ишмухаммедов Р. Тарбияда инновацион технологиялар – Т: —Фан ва технологиялари нашриёти. 2010.
2. Ишмухаммедов Р. Таълимда инновация. – Т: — Фан ва технологиялар нашриёти. 2010.
3. Йўлдошев Ж. Ҳасанов С. Педагогик технологиялар. – Т: —Молия-иқтисод нашриёти. 2009.
4. Мирзахмедов Б. Г . Офуров Н. ва бошқалар. Физика ўқитиш назарияси ва методикаси Тошкент-2010
5. Ж.Ф.Йулдошев, С.А.Усмонов Замонавий педагогик технологияларни амалиётга жорий қилиш Тошкент-2008 йил