



INTEGRATIVE TEACHING OF NATIVE LANGUAGE AND READING LITERACY
BASED ON INTERDISCIPLINARY INTEGRATION IN PRIMARY EDUCATION

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Introduction. Currently, improving the primary education system and using modern pedagogical technologies in shaping students' knowledge, skills, and abilities is one of the urgent issues. In particular, teaching native language and reading literacy based on interdisciplinary integration makes a significant contribution to developing students' independent thinking, logical reasoning, and speech competencies. The Decree of the President of the Republic of Uzbekistan No. PF-6108 dated April 29, 2020 "On measures for further development of the education system" defined the fundamental revision of educational content and implementation of modern pedagogical technologies as an important task.

Relevance of the research. Teaching native language and reading literacy lessons in primary grades through integration with other subjects allows students to deepen their knowledge and apply the knowledge gained in environmental studies, natural sciences, mathematics, fine arts, and other subjects in native language and reading processes. This helps ensure the integrity of knowledge in students and understanding of connection with real life. Additionally, the integrative approach enables rational use of lesson time, increasing students' interest and reducing the educational burden.

Research objectives and tasks. The main objective of the research is to develop an effective methodology for teaching native language and reading literacy based on interdisciplinary integration in primary grades and implement it in practice. To achieve this goal, the following tasks were set: studying the theoretical foundations of interdisciplinary integration; identifying opportunities for integration with other subjects in native language and reading literacy lessons; developing the structure and teaching methodology of integrative lessons; evaluating the effectiveness of integrative teaching through experimental work; developing methodological recommendations for teachers.

Research methods. The following methods were used in the research: studying and analyzing pedagogical and psychological literature; studying advanced pedagogical experiences; pedagogical observation; questionnaires and interviews; experimental work; statistical analysis methods; comparative analysis.

Specific features of integrative teaching of native language and reading literacy. Native language and reading literacy form the basis of all subjects, and integrating these subjects with other disciplines has very broad opportunities. For example, composing reading texts based on knowledge gained from the world around us, writing essays on natural science topics, correctly expressing mathematical problems in native language, describing works of fine art in words, and so on. Such integration can be implemented in the following directions: content integration - establishing connections between topics of



various subjects; methodological integration - using similar teaching methods in different subjects; organizational integration - combining elements of several subjects in one lesson.

Experimental work and its results. The experimental work was conducted based on grades 2-3 of general secondary school No. 5 in Navoi region. In the experimental group, native language and reading literacy lessons were taught based on interdisciplinary integration, while in the control group, lessons were organized in the traditional way. The experimental work was carried out in three stages during the 2024-2025 academic year: the identification stage, the formation stage, and the final assessment stage.

At the identification stage, students' initial knowledge level, interest in native language, reading skills, and speech competencies were determined. Survey results showed that 68% of students did not consider native language lessons interesting, and 52% got tired quickly during reading lessons. Initial test results showed no significant difference between experimental and control groups.

At the formation stage, a specially developed system of integrative lessons was conducted in the experimental group. For example, a reading lesson on the topic "Autumn Nature" was enriched with knowledge from environmental studies, students read texts about autumn nature and composed stories about natural phenomena they observed. In the topic "Stories about Animals," integration with biology was implemented. In the topic "Mathematical Problems," skills in composing and solving problems in native language were formed. In the topic "Fruits of Our Garden," speech exercises about vitamins and nutrients were performed in connection with botany and chemistry. Each integrative lesson was enriched with interactive methods, group work, and project activity elements.

At the final assessment stage, students' knowledge level, reading skills, and speech competencies were re-evaluated. The results showed that in the experimental group, students' knowledge quality increased by 32%, reading speed and comprehension level improved significantly. 89% of students in the experimental group rated native language lessons as interesting, and 78% showed increased interest in reading literacy. Students' speech competencies, including oral and written speech, vocabulary, and logical thinking ability, also developed significantly. In the control group, indicators increased by only 12%.

Advantages of integrative lessons. As a result of experimental work, the following advantages of the integrative approach were identified: integrity of knowledge is formed in students; the ability to understand logical connections between different subjects develops; practical skills related to real life are formed; opportunities for effective use of lesson time are created; students' interest in subjects increases; independent thinking and creative approach skills develop; speech competencies are formed in a complex manner; reading motivation increases.

Aspects to be considered when organizing integrative lessons. To effectively organize integrative lessons, it is necessary to comply with the following requirements: integration should have a logical basis and not be artificial; it is necessary to establish connections between curricula and thematic plans of subjects; integration should correspond to the age characteristics of students; the lesson objective should be clearly defined and all parts should serve this goal; knowledge from different subjects should be



presented to students in an understandable form; lesson methods should be diverse and interesting; assessment criteria should be clear and fair.

Conclusion and recommendations. Research results showed that teaching native language and reading literacy based on interdisciplinary integration has high efficiency in primary education. This approach helps improve students' knowledge quality, develop speech competencies, form independent thinking ability, and increase interest in subjects. The integrative approach fully meets modern educational requirements and may be one of the important directions for further improvement of primary education in the future.

Based on the research, the following recommendations were developed: creating special educational and methodological manuals for organizing integrative lessons for primary school teachers; teaching interdisciplinary integration methodology in teacher professional development courses; strengthening the integrative approach in school textbooks; considering the interconnection between subjects when developing curricula; creating modern technical means and didactic materials for integrative lessons.

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