THE THEORY OF PLANNING AND ORGANIZING INTEGRATED LESSONS

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Annotation: *The article methodically reveals the different aspects of integrated lessons from traditional ones, as well as the forms of planning and organizing integrated lessons.*

Keywords: *Lesson, integration, integrated lesson, professional education, Planning, Organization, methodology, organization methodology, unification of subjects, filling.*

Аннотация: *В статье методически раскрываются отличия интегрированных уроков от традиционных, а также формы планирования и организации интегрированных уроков.*

Ключевые слова: *урок, интеграция, интегрированный урок, профессиональное обучение, планирование, организация, методика, методика организации, закрепление дисциплин, заполнение.*

Annotatsiya: *Maqolada integratsiyalashgan darslarning an'anaviy darslardan farqli jihatlari hamda integratsiyalashgan darslarni rejalashtirish va ularni tashkil etish shakllari metodik jihatdan ochib berilgan.*

Kalit so'zlar: *Dars, integratsiya, integratsiyalashgan dars, kasb-hunar ta'limi, rejalashtirish, tashkil etish, metodika, tashkil etish metodikasi, fanlarni biritktirish, to'ldirish.*

The theory of planning and organizing integrated lessons is one of the key directions in modern pedagogy that aims to ensure the holistic development of students through the interconnection of different academic disciplines. In the context of rapid scientific and technological progress, education can no longer remain fragmented; instead, it must reflect the complexity and unity of real-life phenomena. Integrated lessons, therefore, are designed to connect concepts, skills, and values across various subjects to develop learners' comprehensive understanding and creative thinking.

From a theoretical point of view, integrated teaching is based on the principles of interdisciplinarity, systematicity, and continuity. These principles require teachers to identify meaningful relationships between subjects such as language, mathematics, science, art, and technology. For example, while studying natural phenomena in science, students may use mathematical calculations, describe observations in written form, and even illustrate them through art. Such a combination not only enriches students' knowledge but also fosters their ability to apply learning in practical contexts.

The planning process of integrated lessons begins with the formulation of clear educational objectives that align with both subject-specific and general competencies. Teachers must determine the core theme or problem that connects multiple disciplines and structure the

lesson content around it. During this stage, the selection of appropriate teaching methods is crucial. Methods such as project-based learning, problem-solving tasks, group discussions, and interactive experiments are particularly effective for achieving integration.

Moreover, lesson planning must take into account students' age characteristics, interests, and prior knowledge. For younger learners, integration can be achieved through storytelling, play-based learning, and visual aids, while for older students, it may involve research projects and cross-curricular assignments that promote analytical and critical thinking skills.

The organization of integrated lessons involves creating a collaborative learning environment where students actively participate, explore, and construct knowledge. The teacher's role transforms from a transmitter of information to a facilitator or guide who supports students in discovering relationships between ideas. Technology also plays a significant role in organizing integrated lessons. Digital platforms, multimedia tools, and virtual simulations make it possible to combine various subjects in innovative and interactive ways.

Assessment in integrated learning should be comprehensive and competency-based. Instead of focusing solely on factual recall, evaluation should measure students' ability to synthesize knowledge, solve problems creatively, and demonstrate practical application of what they have learned. Portfolios, project presentations, and self-assessment methods are effective tools for this purpose.

The theoretical foundation of integrated lessons is also connected to major educational philosophies, such as constructivism, which views learning as an active process of meaning-making, and humanism, which emphasizes the holistic development of the learner. These perspectives reinforce the idea that education should not isolate knowledge into separate compartments but should promote a unified and meaningful learning experience.

In conclusion, the theory of planning and organizing integrated lessons highlights the necessity of connecting disciplines to prepare students for real-world challenges. When carefully designed and implemented, integrated lessons make education more dynamic, relevant, and engaging. They cultivate not only academic knowledge but also life skills such as communication, collaboration, and creativity — the essential qualities of a 21st-century learner.

Integrated classes also include mandatory development of students ' creative activities. It makes it possible to use the content of all academic disciplines, to attract information from different areas of science, culture, art, referring to the phenomena and events of life around them.

Integrated education creates new conditions for the activities of teachers of the future primary class, which is considered a prerequisite for the development of creative activity, which helps to immerse themselves in the problems of interconnected disciplines.

In elementary grades, integrative classes have the following advantages over traditional classes:

- integrative lessons help to increase the motivation of teaching, to form the cognitive interest of students, to the holistic scientific picture of the world and to consider the phenomenon from several sides;
- contribute to the development of speech, the formation of the ability of students to compare, generalize, draw conclusions; intensification of the educational process, overexertion,

alleviation of overloads;

- integrative lessons deepen the understanding of science, expand the horizon, contribute to the formation of a multifaceted, harmonious and intellectually developed personality;
- integration is a source of finding links between facts that confirm or deepen students ' specific conclusions, observations in different disciplines;
- integrated lessons allow you to systematize knowledge;
- integrative lessons to a greater extent form the general scientific and rational skills of educational work,
- integrative classes contribute to the growth of the teacher's professional skills, as they require the acquisition of a methodology for intensifying the educational process, the implementation of an activity-based approach to teaching.

The Basic Laws of the integrated lesson consist of the following aspects:

- the whole lesson is subject to the author's idea, the lesson is combined with the main idea (the core of the lesson);
- the lesson has a yahlit appearance, the lesson stages are components of yahlit parts;
- stages and components of the lesson are interconnected logically and systematically;
- didactic materials selected for the lesson are suitable for the plan;

the information chain is organized as" given "and" new " and reflects not only structural, but also semantic connection. The consistency of the structure is followed sequentially, but does not exclude parallel contact. (in the first case, a sequence of actions is observed, in the second, corresponding tasks are performed that correspond to another logically constructed idea).

Compliance with these laws allows you to consider the lesson as a scientific and consistent structure, in which, from the point of view of the content, the following is important: a set of knowledge and skills and free work with them, dividing the studied and studied into comparisons.

The methods of integrated education are diverse, but have one common goal, they are:

- active use of knowledge acquired in classes from other subjects (attracting concepts, images, imagination from other subjects);
- to consider complex problems that, by their nature, require the involvement of educational materials in various subjects (for example, natural science, literature, native language, mathematics);
- research method (students independently compare facts, decisions about the same phenomena, events, establish communication and laws between them, apply jointly developed learning skills).

Integrated classes are designed to expand the education of learners in certain disciplines. They improve the structure of interdisciplinary communication and help increase the educational efficiency of the lesson, change the existing imbalance between intellectual and emotional cognition, the ratio of logic and emotions.

Integration-based classes are implemented in primary and secondary schools.

The structure of integrated classes differs from regular Ana'navi classes in the following aspects:

- ❖ consistency, compactness, relevance of educational material;
- ❖ interdependence logically,
- ❖ the relationship of educational material at each stage of the lesson;
- ❖ extensive informative possibilities of educational material used in the lesson.

In the form of integrated lessons, it is advisable to conduct generalizing classes that reveal the most important problems for two or more subjects, but in the case of results and hulosas of analyzing the studied material by methods of other educational disciplines, an integrated lesson can be any lesson with its own structure. Academic subjects are involved in its implementation.

Another view of integrated lessons is the technology of interaction between two teachers, the sequence and order of their actions, the content and methods of presenting educational material, the duration of each action. In this case, their interaction can be carried out in different ways. This collaboration can equally carry out the actions and activities established during the lesson-one of them acting as a beginner, the other as an assistant or consultant, and one teacher can conduct the entire lesson as an active observer and guest.

The duration of the integrated lesson can also be different. But most often, two or three scheduled hours are used for this, combined into one lesson. Any integrated lesson is associated with going beyond the narrow boundaries of one topic, the corresponding conceptual and terminological system and method of cognition. In the course of the lesson, it is possible to abandon the superficial and formal analysis of the issue being hit, expand the volume of Information, change the methods of learning, deepen understanding, clarify concepts and laws, generalize the material, combine the theory of students ' experience and understanding it, and systematize the material under study.

Any components of the pedagogical process (goals, principles, content, teaching methods and tools) can be integrated and integrated into the lesson. Taking the main content of the lesson as an example, for integration it is possible to distinguish the following components: concepts, laws, principles, definitions, signs, phenomena, hypotheses, phenomena, facts, ideas, problems, etc. Content can also be combined with components such as intellectual and practical skills and abilities. These components of different disciplines combined in one lesson form a system, learning materials are collected around them and transferred to a new system. The factor that makes up the system is also a key factor in the organization of the lesson, since the methodology and technology of its organization is later determined by itself

In the formation of the methodology for planning and organizing integrated lessons, the future elementary school teacher must combine relevant knowledge into various subjects and determine the main purpose of the integrated lesson. If the goal is determined, then only knowledge in various disciplines necessary for its implementation should be selected. Their development is divided into a number of stages. (Figure 2

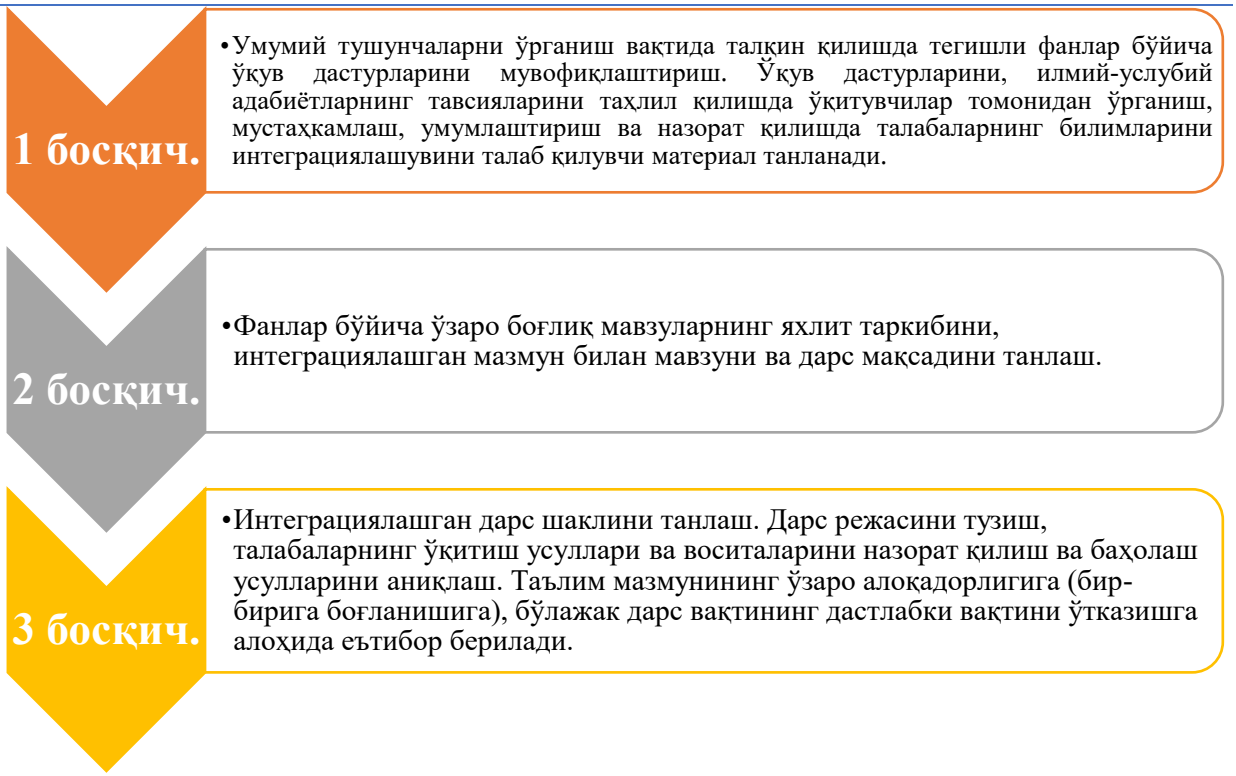

Figure 2 stages of formation of methodology for planning and organizing integrated classes

Stage 1. Coordination of curricula in the relevant disciplines in the interpretation of general concepts at the time of study. When analyzing curricula, recommendations of scientific and methodological literature, a material is selected by teachers that requires the integration of students ' knowledge in learning, strengthening, generalizing and controlling. In this process, the terminology for the same amounts in different academic disciplines, the inconsistency of units is eliminated. The result of this process is the compilation of tables, in which the time of passing the subject in the courses of the relevant subjects, the formed concepts, the type of interdisciplinary communication, etc. correlates.

Stage 2. Selection of a holistic composition of interconnected topics in the sciences, a topic with integrated content and a lesson goal.

Stage 3. Choosing an integrated lesson form. Drawing up a lesson plan, determining the methods of control and assessment of the methods and means of teaching students. A special mention is given to the interrelationship (interconnection) of the content of education, to the initial time of the upcoming lesson time.

There are certain criteria for the methodology for preparing classes that are integrated into different types of classes.

New knowledge learning lesson:

The lesson should cover a large theoretical material of the relevant courses. In this case, it is recommended to use the following forms of Organization of education that serve this purpose: lectures, interviews, conferences, seminars, integrated lessons.

In conclusion, integrated lessons are not traditional lessons, but a pedagogical process organized by two, three teachers. In such lessons, the result will be clear. The more classes in this category, the more interesting, meaningful the lesson. In lesson jaraon, innovative

technologies are more often used, knowledge in other disciplines is also freely used, and the lesson will be without limits in knowledge. The result of such lessons is:

- ✓ the knowledge of students from several disciplines increases;
- ✓ for the fluent communication of knowledge in an oral way, the speech of the speaker is rhubarb and a colloquial culture is formed;
- ✓ the worldview of the moment expands;
- ✓ the students move on to independent thinking;
- ✓ socialization among the student community was very good;

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