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**SECTION 21. Pedagogy. Psychology. Innovations
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INNOVATIVE ISSUES OF RESEARCH OF INTEGRATION OF THE SUBJECT "KNOWLEDGE OF THE WORLD" WITH OTHER SUBJECTS

Abstract: Article deals with the integration of the subject „Knowledge of the World" on the lessons of fine arts and music in Primary school. To reveal the issue, the subject connected with knowledge of the world is selected and integrated with the subjects connected with fine arts and music. Thus, lesson stages (goals, association, reflection, estimation, summing up etc.) are explained specifically and systemically. Possibility of the influence on the process of integration of new modules of training and paradigms is also considered.

Key words: subject Knowledge of the World the integration of art opportunities in music, integration of the personality and character of subjects, educational importance of the integration of subjects.

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Introduction

Integration of the subject "Knowledge of the world" in the classroom fine arts and music has great importance for the development of the personality regardless of which topic is being studied. In this respect, the subject "Knowledge of the world", which recently entered the program of secondary schools, has great potential. Because before in the process of teaching this subject a set of knowledge is given; skills and skills that contribute to the formation of the personality of students. In the textbook "Cognition world" for II, III, IV classes contains such like "In the family", "At school", "Healthy life", "What is nature", "Natural phenomena", "Spiritual and material values", "Our Motherland", "Native School", "The Earth – Our house", "Azerbaijan is my homeland", "Your place in the society", "Your rights", "Your spirituality", "Your health", "Your peace and protection".

Each of them is of great importance for the development of personality junior high school students. As is known, unlike congenital genetic features, social individual (social) characteristics of personality are developed in the process of learning, in communication with people in society or in the process of socialization. These social characteristics, the qualities of the individual

influence, among other things, human relations with relatives and with other members of society. It is known, that the study of objects from various areas at different levels affects the formation of and the development of universal human qualities, social personal characteristics. It is necessary to pay special attention to fighting attention to humanization, humanization and the individualization of the education process, education and upbringing [2, p. 79], because they have a great influence on the formation of personal schoolchildren. And also you need to attention to the integration of humanitarian subjects. And while it would be very useful the use of interdisciplinary integration in the process of teaching the subject "Knowledge of the world."

Conceptual intersubject connections are of particular importance for the formation of natural scientific concepts. For example, at the lesson of the surrounding world, children become acquainted with the concept of "deciduous", "coniferous" trees. At the lessons of fine arts this concept is fixed in the drawing of branches of deciduous and coniferous trees, in the lessons of technology - in the appropriate modeling, the concept is not simply duplicated, but is associatively fixed. Such use of intersubject communications can be called horizontal thematism.

The vertical theme in the lesson takes five minutes or more, its implementation is different: a



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different approach to the analysis of the work, a new figurative comparison and associations, new exercises or creative tasks, a brief conversation on the content of the vertical topic, a small note, the emphasis on the explanation, a problem dialogue, explanation.

Each vertical theme has a short definition of the general content, one or several epigraphs that introduce into the emotional-poetic image of the topic, its philosophical and aesthetic content. Epigraphs, as it were, offer different turns of the topic, different directions of its disclosure. The thematic content covers everything that is included in the concept of "culture". For example, the content kernel: "You live in a beautiful and wonderful world, which must be loved, appreciated and cherished". The main groups of themes are distinguished from it, each of which has a certain aspect, for example: "Nature is our home".

Materials and Methods

Undoubtedly, the subject "Knowledge of the world" has Great opportunities for the integration of all subjects. But among these subjects "Art" and "Music" have more didactic-opportunities for integration and can The dynamic development of humanization and humanitarization of education.

In modern society, the system knowledge in the process of personality formation.

It is not sufficient for the entire period of worktion. In the age of scientific and technological revolution, knowledge quickly "out-of-date" most knowledge necessary for the cialist, after 5-6 years loses its actualtion. In the conditions of the accelerated development of science and engineering of new technical systems requires the study of the foundations of modern lations of science. In the conditions of such a promising development of pedagogy should be radically function. Because the abundance of information in education, the solution of various issues based on the synthesis of various academic subjects It finds its place only during the foundation of the mental preparation [3, p. 227]. Therefore, in time, that is, but the requirements of civilization or globalization-module update and learning paradigm in the educational process, especially in the process of in- of subjects, contributes to the creation models of personal orientation. If we take into account that pedagogy is not only ut- verifies what is available, but also forms the education, one can realize the inevitable the paradigm shift. As a result of such changes a person turns from an object, passively receiving information in the an active subject that is capable of on self-education.

Conclusion

The following three types of pedagogical paradigms that have incorporated the content of the

and the purpose of education, scientifically are grouped in the following way: scientific and technocratic paradigm. Her The basis is the test of the truth of the concrete scientific methodology; humane paradigm. Its basis is awareness of the truth (rates of study for each home subject is carried out in view of the students, the dynamics of awareness of the formations); esoteric paradigm. Its basis is co-the thought that truth is eternal and un-ment, as well as the organization of opportunities and its achievement [3, p. 225].

Each of these modules and paradigms has a great importance. It is considered an important factor contributing to creation of a person-oriented education in the process of integrating objects.

Today in the advanced science and world practice, the most new types, types and forms of modules and para-learning. Among the mod-whether communicative learning, structured learning and cognitive-training are considered to be the latest pedagogy.

Integration is the leading trend in the development of scientific knowledge in modern conditions. It manifests itself in the synthesis of knowledge that increases the effectiveness of scientific research. Integration and differentiation are natural processes of the development of science.

Two of these processes correspond to two tendencies of human cognition, on the one hand, to represent the world as a whole, on the other - to deeper and more concrete comprehend the patterns and qualitative uniqueness of various structures and systems.

What is the essence of integration in learning? As applied to the learning system, "integration" as a concept can take two meanings:

Firstly, it is the creation of a holistic view of the world around the schoolchildren (here integration is seen as the goal of education); secondly, it is finding a common platform for convergence of subject knowledge (here integration is a means of learning).

In essence, integration aims to lay the foundations for a holistic view of nature and society and to form their own relation to the laws of their development. That is why it's important for a junior high schooler to look at the subject or the phenomenon of reality from different angles: logically and emotionally in a work of art and a scientific and educational article from the point of view of a biologist, artist of a word, painter, musician, etc.

The methodological basis of the integrated approach is the establishment of intrasubject and interdisciplinary connections in mastering the foundations of the sciences and understanding the patterns of all that exists in the world. And this is possible under the condition of repeated return to concepts in different lessons, their deepening and enrichment, the isolation of essential features and

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concepts accessible to a given age.

Consequently, as a basis for integration, any lesson with its established structure and logic of conduct can be taken, the content of which will include the group of concepts that pertain to this subject, but the integrated lesson involves knowledge, the results of the concept analysis from the point of view of other sciences, other educational subjects. For example, the group of concepts "winter", "frost", "cold", "blizzard", etc. is considered in reading lessons, Russian language, the surrounding world, music, fine arts. Thus, the integration between subjects does not deny the objective system. It is possible by improving it, overcoming shortcomings and aimed at deepening the interrelationships and interdependencies between the objects.

Since integration is not an end in itself, but a certain system in the activity of a teacher, there must be a final result of integrated learning: in raising the level of knowledge of students on the subject, which manifests itself in the depth of acquired concepts, regularities due to their multifaceted interpretation using information from integrable sciences; in the

change in the level of intellectual activity provided by the consideration of educational material from the standpoint of leading ideas, by establishing natural relationships between the problems studied; in the emotional development of students, is based on the attraction of music, painting, modeling, literature, etc. ; in the growth of the cognitive interest of students, manifested in the desire for active and independent work in the lesson and after-hours; in the inclusion of students in creative activity, the result of which can be their own poems, drawings, panels, handicrafts, which are a reflection of the personal attitude to certain phenomena and processes.

The highlighted aspects correspond to the educational, developing and nurturing functions of instruction.

This allows us to formulate the conclusion that the integration of objects contributes to the overall development of the child and a deeper study of topics in the lesson, contributes to the formation of a holistic picture of the world in children, an understanding of the links between phenomena in nature, society and the world as a whole.

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