

Didactic Bases of Providing Holistic, Systematized Knowledge on the Basis of Science

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Annotation: The peculiarities of science interaction are exposed in this article, from which the elementary classes are employed in Natural Science teachings, and the challenges of providing holistic, systematized, and full knowledge about the natural world that surrounds us are discussed.

Keywords: science interdependence, integration, didactic conditions, curriculum, program, textbook, educational content, holistic, system.

One of the current goals of general secondary schools is to prepare students for life and practice through the formation of relevant knowledge, skills, qualifications, and competences, as well as the provision of comprehensive, holistic, systematized information on the nature, realities, employees, and essence of the processes occurring in them.

From a historical standpoint, the problem of interconnection of natural-scientific disciplines in secondary schools is not new, as it developed during the period when didactics was founded as a science in the philosophy of education. Great foreign Eli educators Ya. A. Komensky, I.G. Pestalicii, works of deferberg and others, Russian educational theorists K.D.Ushinsky. In the books and articles of odoevsky, it is based on the fact that in the process of teaching primary and secondary school students it is necessary to carry out the interaction of science, since on the basis of this link it is possible to increase the effectiveness of the educational process.

The interdependence of studies with similar content allows students to increase their knowledge quality while also preparing them for practice, helping to the development of their broad worldview and the building of a materialistic worldview.

The link between science and communication enhances students' cognitive activity, complete growth, and the construction of a dialectic bias in the understanding of the worldview in numerous domains of science, with the major focus on natural and social workers.

A number of publications and dissertations on science connectivity research have been defended, with the goal of revealing the substance of their content in these works. For example, science interconnection is a means of instilling in these students a materialistic understanding of the interconnectedness of natural phenomena (V. P.Shuman), science interconnection is a specific construction of educational content as well as a didactic tool for the addition of knowledge (Integration) (N.S.Antonov), and deep mastering of interdisciplinary material The Link Program is a teacher-student collaboration in which the content of disciplines that are related is employed in the learning process of students.

The interdependence of disciplines with similar material allows students to improve their knowledge while also preparing them for practice, helping to the development of their multifaceted worldview and the building of their identities.

Interdisciplinary interaction is one of the characteristics of educational material; it helps to coordinate educational programs and presents itself in the educational process through the systematization principle. It is recognized that science interrelation is a didactic condition, and when science interrelation is implemented correctly, it not only improves the correct systematization of the educational process and the strengthening of the knowledge mastered by the students, but it also ensures that the students' interest in reading, theories, and scientific concepts is maintained. As a result, knowledge becomes clearer, more generalized, and easier to apply in practice. As a result of the multidisciplinary engagement with it, effective utilization of learning time is possible.

The implementation of interdependence in science is considered didactic conditions, firstly, in order to reveal the essence of scientific concepts, laws, theories on the content of the educational material, secondly, they are included in educational methods (observation, educational experiments, etc.), as well as purposeful and consecutive in the transfer and application of students' knowledge from one subject to another.

If the natural and scientific sciences, science are governed by interconnection, then the interaction of nature in the object is clearly expressed, opened in all respects and the students have the opportunity to know the dialectics of nature.

Many scientists who are studying the link between science proposed to classify it as follows, depending on the time.

- 1) Self-sciencelararo link-this link is restored by remembering the previous knowledge that you received from the subjects that are close to each other.
- 2) concomitant science interrelation in this connection, the concepts of sections and subjects of subjects of subjects that are close together are connected at the same time or at a close time.
- 3) Future (Future) science interconnection.

In this regard, material from related subjects is employed to identify the essence of this or that portion or subject that will be researched in the near future. The future connection will be of a troublesome type, since it will provide the students with a dilemma that they have not yet solved on the subject.

Science does not produce confusion throughout the learning process, and it is also unlikely to occur. They must be identified and included in the content of the targeted natural-scientific Sciences (in the curriculum and textbooks) before being enlightened during the lesson. Therefore, interdisciplinary interaction with science should be included at a high scientific level and delivered to students in a simple, understandable language.

In education, science is the methodical basis of interconnection, and in the mastering of the basic sciences is the establishment of interrelation within the subject and science and understanding of the existing world's laws on the basis of them. This is given in the basis of deepening and enriching the previously mentioned concepts in different disciplines, expanding the main characters of concepts without corresponding to the possibilities of children of this age.

There is currently a lot more discussion on connecting science in primary schools. This is understandable in and of itself, because students view the world around them as a whole from a young age. The diversity of surrounding things and their noises, colors, and sizes, rather than the

names of subjects taught to them - Natural Science and the Uzbek language, music, and so on – play the most important function for pupils of this age.

Many of the principles that underpin general education will be transitive in primary school, and will be explored in natural science, Uzbek language, Fine Arts, and other subjects.

At this time, it becomes appropriate to build and test a science teaching system based on the psychological and methodological development of a link between passing and common concepts for a variety of educational disciplines. The goal of science interaction is to establish a foundation for a holistic understanding of nature and society as early as primary school, as well as to establish an independent relationship concerning the evolution of their laws. That is why, even in elementary school, things and events can be viewed from various perspectives, both logical and emotional. We feel it is worthwhile to consider the interaction of Science from a pedagogic standpoint, that is, from the perspective of the primary problem.

If natural and scientific sciences are directed by mutual connection, the linkages between nature and the object are clearly stated, accessible in all respects, and students have the opportunity to learn about nature's dialectics.

Science can be defined as the object that occurs in nature, as well as the didactic circumstances that ensure that the interconnections are consistently reflected in the content of natural and scientific topics in school.

In short, science in the subject of Natural Science is interconnected with the content of physics, chemistry, and biology courses, combining these disciplines into a single natural– scientific cycle and ensuring that students have a thorough understanding of scientific concepts and theories, forming a scientific-materialistic worldview.

The basic goal of this science is to understand natural rules. As a result, the school's topic is regarded as the foundation of physics, chemistry, and other sciences, and its material represents natural object linkages.

In our subsequent articles, we will use the essence of science interaction to explain the content of natural science to primary school students, as well as the issues of the formation of initial holistic, systematized, comprehensive knowledge, skills, and qualifications about the natural world that we live in.

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