THEORETICAL BASIS OF DESIGNING INTEGRATED LESSONS BASED ON A CLUSTER APPROACH IN PRIMARY EDUCATION

Tashpulatova Dilorom Mukimovna
Teacher, Faculty of Primary Education
Chirchik State Pedagogical University
Chirchik, Uzbekistan.

Annotation: This article covers the theoretical foundations of designing integrated lessons based on a cluster approach in the primary education system. It analyzes the essence, content and importance of modern pedagogical approaches and integrated education. The cluster approach serves as an important tool for strengthening interdisciplinary connections in the educational process, developing independent thinking of students, and forming practice-oriented knowledge and skills. The study examines the didactic, methodological and psychological foundations of designing lessons based on a cluster approach. Also, the advantages of integrating lesson content based on the age characteristics of primary school students, their motivation for learning and methods of engaging in activities are scientifically analyzed. This article may be theoretically and practically useful for students of pedagogical higher educational institutions and primary education methodologists.

Keywords: primary education, integrated lesson, cluster approach, design, interdisciplinary relations, methodology, pedagogical technology, innovative education.

In the process of organizing and designing lessons in primary education based on modern requirements, integrated approaches play an important role. The effectiveness of the educational process, students' interest in subjects, and the level of their ability to apply the knowledge they have acquired in life largely depend on the organization of the educational process. Integrated lessons, especially at the primary education stage,

serve to form concepts in the minds of students as a whole. Through these lessons, the content of several subjects is presented in a unified manner, which expands students' thinking, develops their skills in finding connections, analyzing, generalizing, and drawing conclusions. The cluster approach is a method of teaching educational materials in an interconnected manner by grouping them around a central concept (core). The main idea of this approach is that knowledge on one topic within different subjects is organized in the form of a cluster (association), and educational activity is organized on this basis. The cluster approach, in turn, provides interdisciplinary integration and allows students to view the subject from different perspectives.

This article analyzes the theoretical foundations of designing integrated lessons based on the cluster approach. In particular, it examines how to harmonize the content of the lesson, taking into account the age characteristics of primary school students, their perception, memory and thinking processes, as well as their personal development. In integrated lessons, the main focus is on planning educational activities on a cluster basis, selecting didactic materials and creating conditions for students to work independently.

The process of designing integrated lessons in primary education should have a deep didactic, methodological and psychological basis. By ensuring interdisciplinary connections in integrated education, it is possible to prepare students for real-life situations, develop their thinking and form a wide range of knowledge. The cluster approach is considered one of the most effective methods in this process.

The main goal of the cluster approach is to present the content in a more holistic, understandable and logical way by grouping the educational material around a single center. Based on this approach, students will have the opportunity to independently discover, generalize and systematize concepts related to the subject. For example, if the topic “Water Cycle in Nature” is taught in conjunction with physics, biology, geography and environmental protection, this will serve to deepen the subject in the minds of students.

When designing such lessons, attention should be paid to the following stages: choosing a topic, creating a cluster, identifying interdisciplinary connections, planning stages of educational activities, developing assessment criteria. Lessons based on clusters are organized using more interactive methods, design activities, role-playing games, and creative tasks. This helps students to actively participate in the lesson, gain personal experience and develop social skills.

The most important factor in the cluster approach is the correct choice of the central concept. This concept should be directly related to the daily life of students, serve to enrich their worldview and experience. During the lesson, concepts related to other subjects are developed around this central concept in the form of clusters.

Research shows that the use of the cluster approach in integrated lessons increases the motivation of primary school students, stimulates their internal need for knowledge, and strengthens their creative approach. Also, such lessons improve the methodological skills of the teacher, encouraging them to use new pedagogical technologies.

Based on the above, it can be said that designing integrated lessons based on the cluster approach in primary education is relevant not only theoretically, but also practically. This will serve to form a person who is competitive, able to think independently, and who uses a comprehensive approach to problems in the future.

Designing integrated lessons based on the cluster approach in primary education is not only a means of effectively organizing the learning process, but also an important pedagogical principle that ensures the personal development of students. Through integrated approaches, students form a system of real-life knowledge, learn to generalize what they have learned in different subjects and create a single picture. The cluster approach, as a tool in this process, is based on the principles of scientificity, systematicity, logic and independence.

The theoretical foundations considered in this article show that the effectiveness of integrated lessons depends on the careful planning of the lesson content, the correct selection of interdisciplinary connections, and the age characteristics of students.

Lessons designed based on the cluster approach require creative research from teachers, since each lesson must express a separate pedagogical idea.

In conclusion, it can be said that the design of integrated lessons based on the cluster approach in the primary education system plays an important role in updating the content of education, innovating pedagogical approaches, and providing students with comprehensive knowledge. This, in turn, serves to train primary school teachers who can meet modern requirements.

References:

1. Akhmedova N. Integrated education: Theoretical foundations and methodological approaches. – Tashkent: Teacher, 2021.
2. D.Tashpulatova. Boshlang‘ich ta’limda klaster yondashuv asosida o’quv fanlarini integratsion o‘qitish mexanizmlarini takomillashtirish. Monografiya. Toshkent, 2023
3. Turaev B., Xasanova M. Innovative pedagogical technologies in primary education. – Samarkand: Ilm Ziyo, 2020.
4. Usmanov J. Designing educational content based on a cluster approach. Scientific journal “Integration in Education”, 2022, No. 2, pp. 45–52.
5. Ganiyeva S. The role of interdisciplinary integration in organizing a lesson in the primary classroom. – Pedagogical education and practice, 2023, No. 1.
6. Vygotsky L.S. Pedagogical psychology. – Tashkent: Iste’dod, 2019 (translated from Russian).