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## **THE PRACTICAL PRINCIPLES OF AN INTEGRATIVE APPROACH TO TEACHING IN PRIMARY SCHOOL**

### *Abstract*

The article updates the practical principles of an integrative approach in teaching primary school students. The main ones included ways to expand the student's comprehensive picture of the world, mechanisms for creating a holistic worldview, perception of knowledge as a meaningful necessity, motivation for learning, the ability to apply knowledge in real life and the distribution of the load of the educational process for children. The main positive signs of an integrative approach for a teacher are highlighted, such as the adequacy of the modern level of scientific ideas about the world; the ability to unfold before the student a multidimensional picture of the world in dynamics, in multiple relationships; expansion of «horizons» in teaching «one's own» subject, the realization of new perspectives of activity and the disclosure of one's subject, more clearly realizing its connection with other sciences; motivation to search for new methodological forms of interaction with the student, corresponding to the integrative approach; combining the efforts of different specialists in solving common problems, the ability to take into account the value orientations and motivation of trainees; the formation, development and upbringing of the personality, taking into account its cognitive intentions, abilities and capabilities; formation of natural-scientific thinking of students; obtaining a qualitatively new pedagogical result. In order to prove the effectiveness of this approach, a study was conducted with a positive impact on students.

**Keywords:** integrative approach, learning content, pedagogical process, innovative methods, interdisciplinary format, functional literacy.

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## **БАСТАУЫШ МЕКТЕПТЕ ОҚЫТУДЫҢ ИНТЕГРАТИВТЫҚ ТӘСІЛДЕРІНІҢ ПРАКТИКАЛЫҚ ҚАҒИДАЛАРЫ**

### *Аңдатпа*

Мақалада бастауыш сынып оқушыларын оқытудағы интегративті әдістің практикалық принциптері жаңарту түрін қарастырылған. Олардың негізгілері: оқушының дүние туралы жан-жақты бейнесін кеңейту жолдары, тұтас дүниетанымын құру механизмдері, білімді мәнді қажеттілік ретінде қабылдау, оқуға мотивация, білімді өмірде қолдана білу және балаларға арналған оқу процесінің жүктемесін бөлу. Педагог үшін интегративті тәсілдің негізгі жағымды белгілері атап өтіледі. Мысалы, дүние туралы ғылыми ойлардың заманауи деңгейінің сәйкестігі; оқушының алдында динамикадағы, көп қатынастардағы әлемнің көп өлшемді бейнесін ашу мүмкіндігі; «өзіндік» пәнді оқытуда «көкжиектерді» кеңейту, іс-әрекеттің жаңа перспективаларын жүзеге асыру және өз пәнін ашу, оның басқа ғылымдармен байланысын айқынырақ сезіну; интегративті тәсілге сәйкес келетін оқушымен өзара әрекеттестіктің жаңа әдістемелік формаларын іздестіруге мотивация; жалпы мәселелерді шешуде әртүрлі мамандардың күш-жігерін біріктіру, тыңдаушылардың құндылық бағдарлары мен мотивациясын есепке алу мүмкіндігі; тұлғаның танымдық ниетін, қабілеттері мен мүмкіндіктерін ескере отырып, оны қалыптастыру, дамыту және тәрбиелеу; оқушылардың жаратылыстану-ғылыми ойлауын қалыптастыру; сапалы жаңа педагогикалық нәтиже алу. Бұл тәсілдің тиімділігін дәлелдеу мақсатында оқушыларға оң әсер ететін зерттеу жүргізілді.

**Түйін сөздер:** интегративті тәсіл, оқыту мазмұны, педагогикалық процесс, инновациялық әдістер, пәнаралық формат, функционалдық сауаттылық.

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## ПРАКТИЧЕСКИЕ ПРИНЦИПЫ ИНТЕГРАТИВНОГО ПОДХОДА К ПРЕПОДАВАНИЮ В НАЧАЛЬНОЙ ШКОЛЕ

### Аннотация

В статье актуализируются практические принципы интегративного подхода в обучении школьников младшего звена. К основным из них были отнесены способы расширения комплексной картины мира учащегося, механизмы создания целостного мировоззрения, восприятие знания как осмысленной необходимости, мотивации к обучению, умение применять знания в реальной жизни и распределение нагрузки учебного процесса для детей. Выделяются основные положительные признаки интегративного подхода для учителя, такие как адекватность современному уровню научных представлений о мире; умение развернуть перед учащимся многомерную картину мира в динамике, во множественных отношениях; расширение «горизонтов» в преподавании «своего» предмета, реализация новых перспектив деятельности и раскрытие своего предмета, яснее осознавая его связь с другими науками; побуждение к поиску новых методических форм взаимодействия с обучающимся, соответствующих интегративному подходу; объединение усилий разных специалистов в решении общих задач, умение учитывать ценностные ориентации и мотивацию обучаемых; формирование, развитие и воспитание личности с учетом ее познавательных намерений, способностей и возможностей; формирование естественно-научного мышления учащихся; получение качественно нового педагогического результата. С целью доказательства эффективности данного подхода было проведено исследование с положительным воздействием на студентов.

**Ключевые слова:** интегративный подход, содержание обучения, педагогический процесс, инновационные методы, междисциплинарный формат, функциональная грамотность.

**Introduction.** The concept of quality education has become more and more popular with the continuous deepening of the new curriculum reform. In this context, teachers should not only impart cultural knowledge but also pay attention to the cultivation of students' comprehensive ability and physical quality. In the field of primary school teaching, integrative practice is an important course, which is of key significance to the development of students' comprehensive quality and deserves full attention [1, c.2]. However, in terms of the actual teaching situation, there are still some shortcomings, and it is difficult to achieve the requirements of effective teaching. In this regard, optimizing the integrative practice of teaching in primary schools has become a key research topic for the majority of teaching workers. The following is research on this topic, hoping to provide a reference.

The new curriculum standard puts forward the teaching concept of teachers in the new era, that is, the teaching concept of "students as the main body and teachers as the leading" [2]. Teachers should understand that in the whole teaching activities, students are the main body of the classroom, and teachers only serve as guides to guide students to carry out effective learning activities. This new teaching concept breaks the traditional teaching concept, allowing teachers to clarify their own teaching goals and teaching plans in the classroom. And further, promote the adjustment of the key and difficult knowledge of teachers' teaching, optimize the content of classroom teaching, combine the actual learning situation of students, and meet the needs of students' learning. Moreover, from a philosophical point of view, the teaching content also involves the teaching objectives of teachers and the key and difficult knowledge in classroom teaching. Therefore, in the process of classroom teaching, teachers should focus on the teaching form if they want to visualize the content of teaching. Because the carrier of teaching content in all forms, that is, the teaching form and content are interdependent, and the key and difficult knowledge in the classroom is the teaching content of this class, then at this time, the teacher must combine the teaching form, so that the teaching content of the whole classroom effectively combine with teaching methods, apply basic teaching methods and integrative teaching methods, enrich teachers' teaching content, and improve classroom learning efficiency.

Teachers attach importance to teaching forms, get rid of original teaching concepts, enrich teaching forms, innovate and apply reasonable teaching methods, and guide students to learn new knowledge scientifically and effectively. Teachers should pay special attention to two aspects when *effectively combining teaching content and teaching form* in the classroom. First, teachers should thoroughly understand

the teaching content, enrich the teaching content, improve its essence, and guide students to study efficiently, which is one of the effective ways to achieve teaching quality. Teachers should pay attention to the improvement of their subject teaching knowledge content, clarify their teaching purposes, and apply scientific and effective teaching methods [3, c.15]. Appropriate teaching content will deepen students' thinking depth, effectively improve students' thinking ability and comprehensive literacy, and valuable teaching content can enable students to build a knowledge system and improve their learning ability. Second, teachers should choose scientific and effective teaching methods. That is to say, the teaching method that applies science effectively and meets the students' learning needs is one of the efficient ways to effectively improve the teaching effect. Teachers apply reasonable teaching methods, guide students to study in a targeted direction, and improve students' learning effects. The teaching method is an important means to learn teaching content and achieve teaching goals. Teachers' rational use of teaching methods will greatly stimulate students' enthusiasm for learning and improve the overall classroom efficiency [4, c.93].

**Materials and methods.** The methodological basis of our study was the practical principles of implementing an integrative approach in the teaching process and the results of research on the problems of intra-subject and inter-subject communications. It deals with the implementation of an integrative approach in primary school, and practical principles for the choice of educational subjects that can be integrated, as well as the preparation of future teachers for the implementation of interdisciplinary integration in the primary school. Materials such as the primary school curriculum, long-term and short-term plans were reviewed in order to identify cross-cutting themes across all subjects.

**Research results.** People-oriented, scientific selection of teaching methods. The fundamental educational philosophy of educational work is to put people first and develop integrative quality in an all-around way. Therefore, teachers should constantly integrate educational concepts into classroom teaching, guide students to conduct autonomous learning, and deeply implement the people-oriented concept. One of the concentrated manifestations of the people-oriented education concept in teaching is the formation of autonomous learning ability. That is, in the process of learning subject knowledge, when students encounter some incomprehensible or doubtful problems, they can actively and actively analyze the nature of the problem, and in the process of resolving the doubts into new knowledge, they can cultivate students to develop a good habit of independent learning and while acquiring new knowledge, it can also effectively combine the two different methods of accumulating knowledge, questioning and learning, which is guided by the concept of humanistic education. On the other hand, teachers can also actively guide students to questions in the classroom. Questioning is an effective way to cultivate students' self-directed learning and positive thinking.

The significance of optimizing the integrative teaching strategies of primary schools.

In the integrative teaching strategy of primary school, the development of integrative practice courses in primary school plays an important role for primary school students. First of all, the integrative practice course of primary school is conducive to the cultivation and improvement of the innovative thinking of primary school students. The course itself has a certain degree of openness and innovation. When combined with teaching strategies, it can guide students to actively participate in the integrative practice classroom and think independently; extend the depth of thinking, and further solve problems, to improve students' innovative thinking ability. Secondly, teachers optimize the integrative teaching strategies of primary schools, which is conducive to the development of primary school students' own ability to live and improve their quality of life. Life is a lesson that everyone must and must learn. Then, cultivating students' life wisdom is the main purpose of the integrative practice course, because all teaching practice content comes from life, and the teaching content further guides students to deepen their understanding of life and experience to improve their quality of life, some phenomena in life can also be explained by the teaching content of the course.

Finally, carrying out integrative practice courses is also conducive to the comprehensive development and improvement of the integrative quality of primary school students. While learning new knowledge of the subject, can also improve their quality, learn the principles of life, and cultivate their moral education. Improvement of professional activity is based on being able to apply new skills in an updated version. It should not depend on whether you are a beginner or an experienced teacher. It is necessary to study continuously, not only at the university [5, c.138]. In addition, other important components of comprehensive literacy, such as innovation ability, life ability, independent thinking, independent learning, etc. It can be improved and cultivated in an all-around way. Developing and improving teaching methods in a practical and effective all-around development process, combined with teaching content suitable for students, is an

important reason for the effective development of integrative practice courses in primary schools. The course is based on the actual life of the students, integrates the teaching content into the actual life phenomenon, deeply understands the students' life concepts, and uses the students' practical experience to cultivate the students' life wisdom and life ability, to cultivate the students' comprehensive quality and learning ability.

The integrative practice course is set up in the field of primary school teaching, which provides students with a course field that is closer to life. Following the requirements of quality education, the integrative practice course emphasizes the improvement of students' practical ability and comprehensive quality. Then, in the new era, what aspects should teachers start from to realize the optimization of integrative practice teaching and create a better learning environment for students.

#### 1. Integrate curriculum resources and create practical situations

As far as the integrative practice course in primary schools is concerned, it is a course with rich curriculum resources. When implementing teaching, teachers need to have a good awareness of resource integration, collect and organize curriculum resources from various channels, and bring benefits to the development of subsequent teaching, and more choices. It is worth noting that the integrative practice course has a certain connection with the daily life of students. When integrating course resources, teachers must consider the cognitive level and life experience of students, and design the course content that meets the actual needs of students. In the creation of activity situations, teachers can use multimedia equipment to present in a more intuitive way, so that students can enter the state more quickly. For example: when teaching "*recognizing emotions*", teachers first introduce emotions, including the concept of emotions and the characteristics of four basic emotions. Under this premise, a task with the theme of "Emotional Linking game" is arranged for students to present pictures related to emotions with the help of multimedia equipment, and to show the words representing emotions, such as "*happy*", "*sad*", etc., so that students connect emotional pictures with vocabulary. Finally, the teacher organizes the students to carry out such a game activity, namely: randomly inviting several students to the podium, making different expressions, and letting the students under the podium guess the emotions represented by the expressions. As soon as they heard about the game activities, the students were very active and participated in the game activities one after another. During this period, students have a more profound and three-dimensional perception of emotions, truly achieve "*learning by playing and playing while learning*", and develop their critical thinking [6].

#### 2. Strengthen teaching guidance and mobilize enthusiasm for practice.

In the integrative practice teaching of primary schools, teachers need to dig deep into the teaching objectives and contents and select appropriate teaching methods under the premise of grasping these contents, so as to facilitate the smooth implementation of teaching activities. Integrative practice is a highly operational course. In specific teaching, teachers should not only demonstrate but also teach relevant methods and skills, so that students can better participate in practical activities [7, c.278]. It can be seen that in order to ensure the efficient development of integrative practice activities in primary schools, teachers should give full play to their own roles, continuously strengthen the guidance of students, and allow students to smoothly enter the operation link. For example, when teaching "*there is a way to deal with earthquakes*", the teacher found that the students had relatively little understanding of this part of the content, and the teacher encouraged the students to read the text content. After the students formed a preliminary perception, the following tasks were formulated: at times, different people may use different methods, especially when special industries are involved, and the response measures are more special. As an ordinary elementary school student, what kind of earthquake common sense should we have? Now, let's visit and investigate! During this process, the students were very active and were able to ask family members, neighbors, and even strangers about measures to deal with the earthquake. When students complete the above tasks, teachers make positive evaluations of students' individualized performance. This method not only broadens the students' knowledge, and increases their knowledge, but also trains the students' learning ability.

#### 3. Optimize the form of activities and enhance the practical experience

There is no doubt that the integrative practice activities are rich in content and diverse in form. When carrying out integrative practice teaching activities in primary schools, it is necessary for teachers to choose based on the actual teaching content and the actual situation of students, so as to optimize the form of integrative practice activities, and create an excellent activity atmosphere for students, so that students can fully integrate into it and gain more real experience, and then promote the good improvement of teaching effectiveness. For example, when teaching can plant more greens to help with cooling down the temperature, the teacher did not directly extend the content of this lesson but divided the students into several groups (4-6 people in each group) according to the learning situation. Then distribute thermometers and timers to each

group, and design the following tasks: The school has planted many plants, and now please work in groups to find these plants, measure the temperature around these plants, and make corresponding records (including measurement location, temperature, etc.). Finally, comb through the data and try to draw conclusions. It is worth mentioning that in this process, teachers always pay attention to the movements of students. Once problems are found, they will help and guide them in time to ensure that students can successfully complete their tasks. In this way, the enthusiasm of the students is well mobilized, their sense of cooperation is well cultivated in the practical activities, and the practical experience is more real and profound.

For a bright illustration, there has been an experiment conducted among primary school students. The objective of the study was to find out how effective an integrative teaching method is. The participants were 25 primary students of local school. Teachers of local schools who use integrative teaching methods mentioned a number of benefits of this particular method. There is an additional information from the diagrams below (Figure 1).

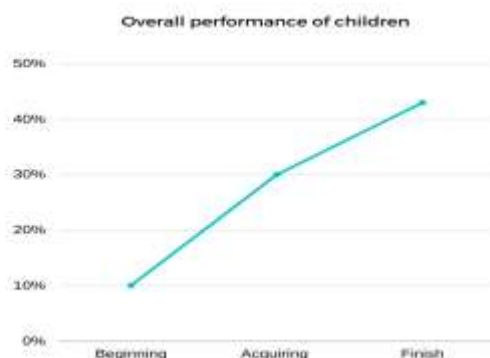


Figure1 – Overall performance of children

This proves that teaching in a comprehensive way like making sure that the student ‘leads’ the lesson, working in pairs, and letting the student think “outside of the box” enhances the performance of children approximately by 30%. However, this method does not only help students to achieve better academic goals but also assists them to work to their fullest potential. Integrative approach also helps students to find out about their strongest quality and intensify it even more.

Research shows its dominating positive sides such as increased class unity, strengthened qualities, and better academic performance. Down below, you can see the percentage of students who increased their strongest sides in the pie chart (Figure 2).

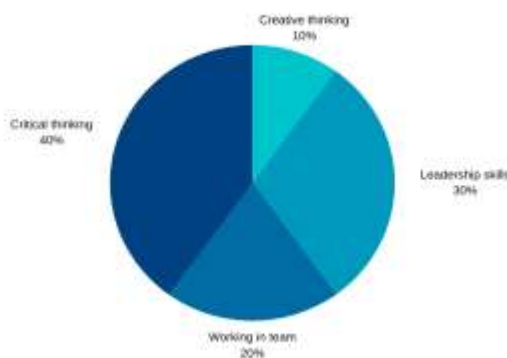


Figure 2 - Percentage of students' strongest sides

**Discussion.** Today, most of the factors in education are not unambiguous activities. Thus, one of the various approaches to the design of the learning process as an integrative approach to learning is put forward. But we must understand that one technology or lesson is effective in the system of one approach, and in the system of another approach it may not be effective in conjunction with other ideas. A sound teaching process is a key to success, where teachers with experience can determine when a mixture of methods is necessary for the optimal solution of pedagogical problems of various types. In this case, the integrative approach acts as a scientific justification. This approach contributes to the development of the cognitive activity, and self-regulation of students and increases their external motivation.

It is necessary to use a qualitatively selected material, improve the skills of working with computer technologies and improve the skills of personnel [8, c. 262]. To enable specialists to create such applications that will be accessible and easily perceived by other users, and of course in high-quality execution, concerning selected material, accurate information, and rechecked data. The application of integrative learning should stimulate and enable the improvement of the entire educational process to achieve a high level of knowledge for students.

The main positive qualities of an integrative approach in education for a student can be identified as follows: expansion of a comprehensive picture of the world, a holistic worldview, and common culture; more interested, personally meaningful, and meaningful perception of knowledge through understanding their need and social significance (motivation); opportunities for the development of intellectual creative thinking; more active application of their knowledge in practice, because knowledge more easily reveals its applied nature; removal of overload in the educational process [9, c.250]. The main positive aspects of the integrative approach for the teacher are also highlighted: the adequacy of the modern level of scientific ideas about the world; the ability to unfold before the student a multidimensional picture of the world in dynamics, in multiple relationships; expansion of "horizons" in the teaching of "own" subject and the implementation of new perspectives of activity. The teacher sees and reveals his subject in a new way, more clearly realizing its relationship with other sciences; an incentive to search for new methodological forms of interaction with the student (teacher) that correspond to the integrative approach; combining the efforts of different specialists in solving common problems, the ability to take into account the value orientations and motivation of trainees; the formation, development, and upbringing of the personality, taking into account its cognitive intentions, abilities, and capabilities; formation of natural-science thinking of students; obtaining a qualitatively new pedagogical result [10, c.139].

Since the application of an integrative approach and the consideration of the practical principles of its implementation are a developing direction, there are also difficulties in its implementation. For example, the insufficient volume of the educational and methodological complex for the application of an integrative approach in elementary school, the insufficient preparedness of teachers in this area of work, the solution of which is the organization of the work of a methodological association, the holding of seminars and courses to improve professional pedagogical skills [11, c.262]. It is also necessary to introduce forms of education with an integrative approach: An integrated course (elective, elective courses, additional subjects, etc.) is an autonomous scientific discipline with its specific subject of study, which includes elements of different disciplines, but in a complex and on a qualitatively different level. An integrated lesson is a special type of lesson that combines teaching simultaneously in several disciplines while studying one concept, topic, or phenomenon.

The subject of analysis in the integrated lesson are multifaceted objects, information about the essence of which is contained in various academic disciplines. This leads to the emergence of a qualitatively new type of knowledge, which is expressed in general scientific concepts, categories, and approaches.

The participation of teachers of related disciplines in the organization of integrated lessons solves the psychological problem that allows children to easily be included in a new block of information and contributes to the growth of the level of the general and professional culture of the teacher, the development of schoolchildren's value orientations from the standpoint of global education [12]. The combined approach removes the monotony of the lesson, allows you to switch attention, and this ensures high activity and maintains an interest in learning. Integrated extracurricular activities (projects, excursions, intellectual games). In the inclusion of students in creative activities, the result of which could be their poems, drawings, panels, and crafts, which are a reflection of a personal attitude to certain phenomena and processes. As for the number of integrated lessons, there can be no unequivocal answer. It all depends on the teacher's ability to synthesize material, organically connect and conduct an integrated lesson without overloading children

with impressions and was not a messy mosaic of individual paintings. Until enough integrated textbooks have been created, the selection and systematization of material is not an easy task for a teacher.

**Conclusion.** All in all, in the process of organizing the educational process, a modern primary school teacher should improve practical activities through the search for innovative significant priorities in developing a lesson, in choosing the main forms, methods and techniques for conducting a lesson. Today, the actual direction of the updated lesson is the design of integrative lessons and their conduct, taking as a basis the integration of the educational content of subjects united by one basic theme. This interdisciplinary format of educational activity is based on the theory of perception and the realization that the search for knowledge is the best way of interdisciplinary research.

For primary school students, it is especially interesting to perceive the material in a holistic way, when one topic can be revealed through the prism of subject specifications. Thanks to this approach, the student is able to memorize the material at the level of his personal perception according to the theory of multiple intelligences. And when each material is presented in the projection of different subjects, the student has the opportunity to memorize and store knowledge for long-term memory, which is the main mechanism for the formation and development of functional literacy, which is given special importance in modern education.

Therefore, the development of integrative practical teaching activities in primary schools can help students acquire skills based on the acquisition of rich knowledge, promote the development of student's personality in practice, and finally achieve the goal of all-round quality development. As a pedagogical work in the new era, we must fully recognize the important value of integrative practice courses, and actively innovate and optimize learning to create a better learning platform for students, so that students can get a comprehensive improvement from it. In addition, in order to achieve a better learning atmosphere in the classroom and improve children's understanding (which has been proven successful according to the previously mentioned study), it is better to find an approach to integrative learning and make sure that it is applied correctly.

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