

HISTORY OF TEACHING NATURAL SCIENCES IN INTEGRATION WITH FOREIGN LANGUAGES TO ELEMENTARY SCHOOL LEARNERS

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Annotation

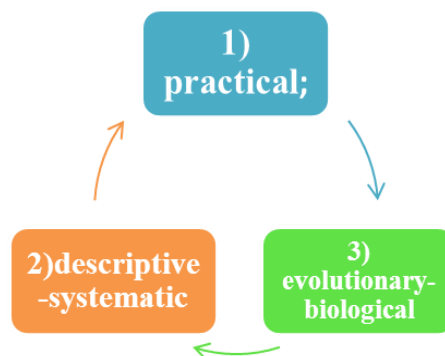
The purpose of the work the methodology for teaching natural science is the process of familiarizing younger schoolchildren with the world around them and its scientific reflection, as well as the upbringing and development of children in the learning process. The subject of its consideration: patterns of content, methods, forms, means of teaching and studying natural science in primary school. Recently, there has been a significant expansion of subject content to form a holistic picture of the world in children of primary school age.

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The methodology of teaching natural sciences in primary education has its own history, and methodical teachers and scientists have made a great contribution to its creation. Knowing the history of the development of methodological views allows you to use the valuable experience of the past years and prevent the repetition of mistakes in scientific, methodological and practical activities. In relation to the main socio-political events, the history of the teaching methodology of elementary science can be divided into 3 main periods:

The methodology of teaching elementary subjects in the Soviet era, in turn, clearly distinguishes 3 directions:

- Pre-revolutionary,
- Soviet,
- Current



The first practical direction appeared in 1786. In the digital schools founded by Peter, there was no information about the children of nature, they were not accepted, because the content of natural sciences was against religion, and their study was considered a sinful work. For the first time, the famous scientist of that time M.V. According to Lomonosov, natural science and geography were introduced as independent educational courses. By the 1786 charter of the government of Catherine II, state schools with a 5-year study period were established in the main IV-X classes in the regions. This Regulation required students to be introduced to the various minerals, rocks, plants, and animals used to satisfy human needs.

A comprehensive school prepares students for life, work, and creativity. In order to achieve this goal, it is necessary to attract all the attention of students during the course and the method of organizing this course, to engage in creative activities independently to acquire new knowledge and skills, and to have the ability to effectively use the acquired knowledge in practice.

Natural science as a science is directly related to natural sciences. The theoretical essence includes the correct consideration of the relationship between the facts. Studying these isolates allows us to show conditional patterns that allow us to predict and establish technological innovations. The task of educational institutions is to quickly and easily present the results of scientific ideas to society, mainly to the most receptive and teachable layers of society. The task of pedagogy is to choose forms and methodological tools that provide the opportunity to achieve the best results in mastering basic theoretical knowledge. Throughout history, the methodology of teaching natural sciences has been improved, developed and has taken its rightful place along with other subjects at school. If we consider the historical formation and emergence of the methodology of teaching natural history in primary classes.

If we take the history of the formation of natural science in Russia as an example, natural science as a separate subject was first included in Russian primary education in 1786. One of the first and only Russian Methodist scientists at that time was the naturalist and traveling academician Vasily Fedorovich Zuev, who authored a textbook on natural sciences, the first textbook on this subject in the history of Russia. This tutorial is called Science Writing and is divided into two parts: The World of Fossils, The World of Vegetables, and The World of Animals. This textbook is also one of the first textbooks for the basic science course of primary education and teachers. V.F. "Zuev's" book has been the only and basic textbook on natural sciences for a quarter of a century.

These books made a great contribution to the formation of the methodology of Fabian science. In his opinion, students of science should have a correct perception of the world and form a fateful outlook in accordance with the current scientific conditions. In 1877, a plan to abolish the science curriculum in schools was announced. His book "Earth, Air, Water" and his methodical guide "Demonstration Lessons" have for many years been the main teaching aids for teachers in the development of inanimate nature. This program was included in school education in 1902. This curriculum for primary school is called "Natural Sciences.

The first methodologist of natural science was specially invited, and for this purpose, the then famous geographer and traveler V.F. Zuev. V.F. Zuev recommended studying minerals and rocks first, then plants, and then animals and humans. In the lesson, it was recommended to widely use visual teaching aids, mainly subject or natural, including collections and herbariums prepared by teachers and students. If it is not possible to show the natural objects of nature, it is necessary to use pictorial or artificial visual aids.

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