

DIDACTIC FOUNDATIONS OF THE INTEGRATION OF NATURAL SCIENCE KNOWLEDGE IN PRIMARY SCHOOL AS A MECHANISM OF SYSTEMATIC COGNITION OF THE SURROUNDING WORLD

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ABSTRACT

In the article it is that in the perception and study of nature in primary school can and should develop scientific thinking with age and individual personality characteristics. This type of thinking, along with others, is developing in the study of a particular area of knowledge - nature and is defined as the unity of theoretical and empirical thinking as an integrated, creative, conceptual.

Keywords: Natural science, painting, world, thinking, perception, learning, nature.