

## Methods of Implementation of Interdisciplinary Integration

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**Abstract.** It is one of the important issues today that each lesson should be meaningful and useful. Therefore, this article discusses the methods and useful features of using interdisciplinary integration in literature classes.

**Key words:** interdisciplinary integration, integrative approach, interdisciplinary communication, systematic teaching, literature, mother tongue, geography.

As a result of the development of the scientific and pedagogical foundations of the integration of educational subjects and subjects, the effectiveness of education increases and unnecessary expenditure of effort and stress is prevented. The goal of today's education is to educate a creative person who can reveal all his potential. It is an innovative concept that accomplishes this goal—requiring changes within the system.

This concept means "innovation" and means the transition from totalitarian to democratic education system, taking into account the interests and abilities of the individual, humanizing education, adapting the education system to the economic conditions of the society. It is necessary to take into account such things as creating conditions for the formation of an educational system that ensures <sup>1</sup>deep assimilation of knowledge.

educational methods serve to show students' abilities, sharpen their minds, and develop their thinking. For this purpose, the use of poetic art, interpretation and explanation of the topics being studied is an acceptable way. These methods serve to motivate the student, increase his interest in learning and demonstrate his ability.

To ensure that the educational process corresponds to the educational goal, it is necessary to achieve the following:

1. Implementation of new educational models based on the educational content in the educational process based on the demand in the society and the purpose of education. One of the main goals should be to ensure the student's activity in the learning process. In addition, it is to expand the directions of the educational content that are proportional to the goal of education and ensure the orientation of the individual, as well as to ensure interdisciplinarity

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<sup>1</sup> Yoldasheva D. Possibilities of determining the content of education according to the purpose of education //Continuing education. Tashkent, 2007 No. 2. Page 7.

<sup>2</sup>. In fact, the unity of purpose and content should be reflected in education, that is: a) teaching to feel existence; b) developing the skills of teachers in using modern methods of teaching in accordance with educational goals and content; c) getting used to learning due to need; g) it is necessary to properly organize students' independent education. In the process of completing assignments, students can put events and phenomena, their explanation and proof into a single system, draw conclusions, generalize, imagine and fantasize. For this, it is appropriate to give assignments aimed at developing the student's personality. Such assignments provide an opportunity to properly organize the educational process focused on the student's personality. Theoretical analysis, practical observations are carried out.

It is known that any science can arise under the influence of the sciences close to it and develop together with them . After the science of philosophy, which uniquely gathered the knowledge gathered in literature classes, especially during the Renaissance period, in the advanced conditions of human knowledge, independent branches of science began to separate, as a result of which the process of stratification of sciences began, which, in turn, became the school itself. began to break the natural dialectical relations between subjects and phenomena of the world . This leads to scholastic knowledge, such as a narrowing of the perception of the interconnectedness and interrelationships of things and phenomena in nature.

Interdisciplinary communication is necessary for the formation of systematic (systematic) knowledge, understanding and worldview ideas. Interdisciplinarity should be established on the formation of facts, concepts and ideas common to subjects, skills and competencies of study work . Therefore, it is necessary to take into account the aspects of the factual and theoretical materials of each subject that correspond to other subjects. In the present conditions , where continuous education in our country is being integrated with science, production, and world science and education, an integrated approach to educational subjects is gaining importance. Based on the principle that the subjects of the subject are interconnected, from simple to complex, from easy to difficult, a new topic is connected with the previous topics. These activities are carried out using the three known types of cross-disciplinary linking , namely pre-learning, in-learning and post-learning. . In this regard, the science of literature is interconnected with the sciences of mother tongue, geography, sense of homeland, the idea of national independence and the foundations of spirituality, the foundations of the state and law, informatics, physics, mathematics, chemistry, biology, and the foundations of economic knowledge, and existing knowledge is classified in a general way.

When implementing interdisciplinary integration in the formation and development of national thinking in students, it is appropriate to pay attention to the following:

The teacher should thoroughly study the materials in the textbooks of all subjects taught in the classroom, identify the objects of communication in them:

Determining the points of interconnection of these materials in science textbooks.

Focusing on creating conditions that lead to the solution of interdisciplinary connection points in the course of the lesson.

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<sup>2</sup>Yoldasheva D. Possibilities of determining the content of education according to the purpose of education //Continuing education. Tashkent, 2007. No. 2. 25 p

Pre-selection, development and skillful use of active ways and means of interdisciplinary integration in the course of the lesson .

and using them as a demonstration tool in the course of the lesson in the implementation of interdisciplinary integration .

Identifying related subjects aimed at studying the same objects in different subjects.

To be able to use the methods of one subject in the study of objects of another subject.

To determine the points of use of the same theory in the study of some objects in different disciplines and to implement it.

In the full implementation of these activities, the key to success in this regard is the fact that all subject teachers are discussed in subject associations and school methodical councils, and a single working program is developed and they work together.

In this regard, it is appropriate to pay special attention to the following:

1. Each teacher develops integrated programs in his specialty.

consideration by the methodological council , all science programs will be summarized and a single working program will be developed.

and topics to be connected in his calendar-subject plan and shows the methods of use.

Integrative programs that combine topics related to several educational subjects, on the basis of which the organization of the learning environment serves to increase the efficiency of mastering. Wider and more effective use of integrative communication in literature classes, descriptive representation of reality, ensures the coherence of the knowledge acquired by students, ensures full quality and effective fulfillment of all goals of literary education, state requirements and DTS.

To solve the problem of integrated teaching of sciences, it is necessary to understand the history of the emergence of sciences and their development. For this, it is necessary to know the history of the development of sciences. Then it is possible to think about the current situation of the problem of integrated teaching of subjects, the history of the emergence and development of subjects, and what kind of subjects should be in the future .

The main goal of educational integration is an important principle of ensuring the comprehensive development of a person. Integrated education has become the main factor of intellectual and cultural development of a person. In integrative education - deepening and increasing of interdisciplinary knowledge (integrative knowledge), their formation is studied. Integrative education is created at the expense of basic subjects covering every branch of modern knowledge. Among them are such disciplines as pedagogy, pedagogical psychology, youth psychology.

It is a fact that does not require proof that the main task in organizing the educational process is the effective use of pedagogical technology. But until today, most of the pedagogical technology is devoted to theoretical problems , and its impact on practice is less noticeable. For this, it is necessary to develop methods of faster implementation of modern technologies.

Educational integration is a high level of interdisciplinary communication, a tool that allows

creating a whole integrated knowledge. The definitions given to the concept of integration are different, the general aspect of these definitions is that integration consists in achieving a holistic view of the existence around us.

The basis of integration is interdisciplinarity and finds its development in the idea of integration. The study of subjects with an integrative content is considered as a factor that ensures the integrity of the knowledge, working methods, and personal qualities of future specialists. Integration in education can be expressed as follows :

1. Creating a holistic view of the whole being (here integration is considered as an educational goal);
2. Finding a common platform for convergence of different scientific knowledge (where integration is used as a tool);
3. As a means of developing education;
4. As a means of universal, national education.

In the establishment of connections between two academic subjects and their integration, one or the other subject occasionally serves as a base. The organic connection and logical interrelationship of subjects in different academic subjects should be the basis of integrated lessons.

Interaction is an integrative didactic phenomenon , on the one hand, it is a research subject of didactics, and on the other hand, it is considered a criterion for classifying educational methods. It has its own goal, means, result, similar to other human activities, for example, participation in the production processes of material goods, making scientific discoveries.

A goal achieved at a certain stage of interaction acts as a means at the next stage. The coordination of interaction as a result of combining teaching and learning methods takes place in the form of derived activities. Its step-by-step action requires organizational management, encouragement, and control.

Consequently, it is possible to activate and regulate the interaction with a certain tool. It is possible to describe educational methods as a whole system by looking for the interaction of teaching methods and learning methods - at their intersection.

When classifying educational methods based on the essence of interaction, the following is achieved: a comprehensive system of educational methods is created; an integrative unit is allocated for the classification of educational methods; formation of educational methods from the combination of teaching and learning methods is recognized; a comprehensive approach to the problem of educational methods; educational methods are given a substantive and procedural description.

Scientists say that integration accelerates the formation of the student's worldview. The following levels of integration can be defined:

1. Thematic (thematic) integration.
2. Problematic integration.
3. Conceptual integration.
4. Theoretical integration.

In pedagogy, coherence, inter-subject communication, mutual communication are interpreted at the levels of integrative communication. Continuity - acquired knowledge gradually expands skills and competencies. it will deepen and improve. Inter-subject communication is a broad concept by its essence , which implies the comprehensive disclosure of various aspects and features of the studied object. Reciprocity essentially represents the relationship between two educational subjects, that is, the application of knowledge and methods of action acquired in the first subject in the second and vice versa. Integrative communication is a relatively high-level communication , which differs from the previously mentioned ones in that it is purposefully included in the curriculum and certainly requires its provision. As a result, systematic and perfect knowledge about the object allows for the formation of working methods.

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