



CHARACTERISTICS OF INTERDISCIPLINARY INTEGRATION IN THE EDUCATION SYSTEM

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Article history:	Abstract:
Received: January 7 th 2024 Accepted: March 3 rd 2024	In this article, the role of interdisciplinary integration in literature textbooks, Normurod Norqabilov's story "Oqboyin" and Ernest Seton-Thompson's story "Lobo" are explained by the method of comparison.
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In every country, the responsibility to educate the young generation in the right way is a top priority. We know that the education and upbringing of the young generation does not happen by itself. For the development of society, it is necessary first of all to set the education strategy in the right way. PF-27 To improve the quality of education in order to reform the field on the basis of advanced foreign experience: from 1 September 2023, students in one general secondary school in each district (city) will be taught two foreign languages and the practice of training for one profession should be started gradually. Textbooks adapted to world standards are widely introduced into today's education system. The goal is to educate young people as people with creative and independent thoughts. The research conducted in the field of science is aimed at increasing the effectiveness of education. Special attention is paid to interdisciplinary communication and integration in the textbook.

Integration is derived from the Latin word integration, which means to join, to put together. Integrating information means combining and presenting materials from different sources for a specific purpose. The scientists Qunduzxon Husanboyeva and Roza Niyozmetova defined the terms interdisciplinary communication and integration as two different fields that complement each other.

Y.A.Komensky recommends implementing integration at four levels of education: pre-school, primary, secondary and higher education. At each level, human natural and social abilities, knowledge of sciences and arts, spiritual and moral qualities should be integrated.

Integration also requires an implementation between sciences and arts. In his opinion, sciences and arts are separated from each other and destroy the integrity of education. Therefore, he wanted to unite sciences and arts and organize them on the basis of the idea of "pansophy", which is used by everyone.

Y.A. Comenius requires integration between different subjects of education and different types of lessons. It advocates the idea that each subject and subject in education is related to the others and requires integration to be fully understood. As the scientist noted, if the subject and types of the lesson are taught together, it creates a foundation for the student to gain solid knowledge.

Through interdisciplinary communication, the student can learn and apply the subject presented in the textbook to a large extent by linking it to other subjects. As an example, let us take the textbooks of mother tongue and literature published for the 6th, 7th and 10th grades of 2022. If we pay attention to the literature textbook, the textbook prepared for the 7th grade includes the story "Oqboyin" by Normurod Norqabilov, which tells about the fate of a dog, and the story "Lobo" by Ernest Seton-Thompson, which tells about the life of wolves.

Before reading N. Norqabilov's short story "Oqboyin", "The dog is one of the first animals tamed by man. What could be the reason for this? What is the importance of dogs in human life?", students are asked such questions. The students see dogs walking naturally in their homes or on the street. The authors of the textbook took this into account and chose a work that tells a story about the inner world of dogs. The second work, a story about wolves, reveals the image of wolves, known as carnivorous monsters in the animal world, and the environment in which they live. It is also important to provide pictures corresponding to the works in the textbook, to place the pictures in a sequence based on the content of the text. A comparative analysis of the attitude towards animals in Uzbek and world literature is shown through literary works.

The use of the comparative method makes the pedagogical analysis comprehensive, complete and in-depth, and helps students to better understand the specific aspects of aesthetic creation. This method is considered to be an extremely important means of exploring in depth the relationships between literatures and within the same literature, between different writings by the same author and between different images in the same work. It is possible to organize

a reinforcing lesson based on the "comparison" method in order to create an interdisciplinary integration in the literature lesson for 7th graders. First, the pupils are divided into groups according to colour. The teacher should also be careful when choosing colours and use bright colours. For example: green for group 1, blue for group 2, red for group 3. Each group of pupils is numbered so that grouping can lead to knowledgeable pupils falling into one group and can lead to lively debate in the classroom. The purpose of numbering each child in the group is to give the teacher an opportunity to deal with children who are not showing their ability in class. This activity is carried out as follows. The number of pupils who do not respond to the lesson during numbering is noted by the teacher and this number of pupils is selected when choosing a number.

At the beginning of the lesson, the basic conditions of the method should be introduced. 1. The members of the selected number should answer the given question without any help. 2. Everyone should stop arguing at the appointed time. 3. It is explained that the question should be answered completely and clearly. If the lesson is conducted correctly on the basis of these conditions, each member of the group will approach the lesson responsibly. In this way it is possible to gradually develop the ability to express one's opinion in children who cannot express their opinion in class.

According to the first condition, the students should give complete information based on two works in their field of study. For example: 1. green group will be given literature, 2. blue group will be given science, 3. red group will be given visual arts. The teams will give information on the basis of two works in the field of science that has been assigned to them. Pupils in the 3rd group present their ideas in the form of pictures based on the text of the works.

In condition 2, questions prepared by the teacher are played.

Question: Explain why puppies crawl with their mother.

Question: What means did the author use to show the character of the wolves?

Question: Describe the characters of "Oqboyin" and "Lobo" in the play.

Question: Give an example of the retrospective method.

In the 3rd condition, each group makes a comparative analysis of the works and the number holder chosen by the teacher explains the group's answer. Methodist Q. Yuldoshev is an incomparable aesthetic creature and work. He says that it is impossible to evaluate his heroes. To prove this, they express the following points "Getting to know the work of art in the process of comparison serves to understand the content correctly, to determine its moral and spiritual direction without mistakes. Pedagogical analysis and the use of comparison in the realization of the artistic form will be a means of determining the degree of uniqueness of the mode of expression".

The character traits of the two characters in these works are revealed in harmony with natural phenomena. Teaching the events portrayed in the works through interdisciplinary integration provides an opportunity for a broader understanding of the works.

From the point of view of the two works mentioned above, we are witnesses to the connection between literature, science and the visual arts. You get to know the work thoroughly in literature class. In the process of getting to know it, he gradually learns about inner experiences, the sequence of life events and literary rules. For example, the textbook gives information about "landscape" (the image of nature in a work of art is called a landscape). The landscape makes it possible to imagine the place where the events of the work take place. At the same time, the landscape can create a certain mood in the reader or help to understand the mental state of the characters. Sometimes, when describing the events of the work, the author may break their chronological (time) order - return to earlier events. This is called retrospective. An example of this is when Oqboyin remembers playing with Malla after Karim has taken away the shepherd Malla in the story "Oqboyin".

In the textbook we can also see information about natural sciences and fine arts. Zoology is the science of the secrets of the animal world. Students will be able to recall and deepen their knowledge of zoology while reading the book. As far as the visual arts are concerned, the images presented in the book first of all offer a wide opportunity to see the text in a live state. In this way, communication between disciplines is ensured. This allows students to gain a deeper understanding of the work they are reading.

In short, integration refers to the unification of a common theory based on knowledge from different disciplines, as well as independent cooperation between different fields and disciplines. Industry, technology, scientific research, integration of knowledge, exchange of information and development of educational systems are among the latest forms of integration. It is also important in innovative teaching methods, vocational training and medicine. Interdisciplinary integration is an effective way of organizing teaching at a high level, of imparting specific knowledge to a child in a form that will be remembered for a long time.

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