

**THE ROLE OF INTERDISCIPLINARY INTEGRATION IN EDUCATION**  
**SAMARKAND REGIONAL CENTER FOR RETRAINING AND ADVANCED TRAINING OF**  
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**Annotation**

On the basis of the integration of social sciences, the formation of historical consciousness and historical thinking in the field of history, geography, literature, philosophy, logic, law, political science, education, regional jurisdiction, etc., the history of our statehood fostering a sense of respect for the history and present of our nation, national and universal values, forms in students general and enhanced competencies in the basic and social sciences.

**Keywords:** General and enhanced competencies in integration, socio-economic, ideological-political, educational, creative thinking, qualified specialist, stratification processes, basic and social sciences.

The radical changes taking place in all spheres of social life of the republic today, the solution of socio-economic, ideological, political, educational problems facing our people, the subject of science, organized on the basis of integrated connection between concrete and natural, applied and technological sciences. or processes need to be interpreted in the form of an integrated system in terms of all-round connections and relationships. This, in turn, allows you to form an independent and creative-minded, qualified professional who can meet the requirements of today's and tomorrow's prospects. Because it not only requires learners to analyze and synthesize, but also forms a high level of thinking such as abstraction, algorithmization, categorization, identification of causal relationships, analysis, systematization, modeling.

Their proposal for integration in the teaching of science is of an external nature, in fact, the integration of sciences should be based on an in-depth methodology. In the context of emerging science, there is the possibility of a combination of ideas and methods that emerge in different philosophical currents. Not only natural adaptation but also continental adaptation is being mastered by the philosophy of education. As a result of their work in this area, scientists T.Kun and V.S.Styopin combined the sciences of philosophy, nature and culture.

Consideration and study of the problems of integration in the pedagogical process on the basis of in-depth methodology in the teaching of social sciences provides an opportunity to find answers to any questions and assignments of interest to teachers in advance. For example, Jan Amos Comenius argues for the interdependence of grammar and philosophy, philosophy and literature, and the integration of John Locke's science of history and geography. The need for interdisciplinary relations V.F.Odoevsky, K.D. Put forward by Ushinsky

Although the concept of "integration" was used in science by G. Spencer as early as the eighteenth century, it was not given sufficient importance until recently, as required by the times.

Especially in the 50s of the last century, it creates complex curricula to ensure the integrity of certain disciplines abroad and at home. Thus, a comprehensive course in "Social Sciences" (including elements of civic research in history, law, geography, personality, and sociology) emerged in the United States.

In the field of pedagogy since the 80s of the twentieth century, scientific works have appeared that use such concepts as integration, "interconnectedness", "interaction", "synthesis", and the urgency of the problem of integration in educational work began to be felt. To date, the idea of an integrated approach to education has become a matter of general pedagogical importance, not limited to the private sciences.

Integration (Latin. Integration - restoration, filling, merging. Integer - integral) is understood in the sense of synthesizing and integrating as a whole, making it a logical whole. Integration of educational content means synthesis of the content of interdependent, interdependent, expanding, deepening subjects, that is, logical integration into a single whole.

In this regard, we have two concepts - says: - Doctor of Pedagogical Sciences, Professor Rakhima Movlonova in her manual "Integrated pedagogy of primary education":

1. A system is a concept that expresses the state of interdependence of individual stratified parts and functions of the organism and the process leading to this state.
2. The process of convergence of disciplines, which is carried out in conjunction with the process of stratification.

An integrative approach reflects the objective integrity of systemic relationships at different levels. (nature-society-man). It leads to an increase in the level of integrity and coherence of system elements.

“During integration, the interconnectedness increases and becomes more regulated, which regulates the performance of the parts of the system and the integrity of the object of study. Modern didactics and methodology emphasize the formation of an understanding of the success of teaching, development and education of students, the need to conduct their activities on the basis of general laws of nature, the ability to solve interdisciplinary and interdisciplinary links in science courses and a systematic approach to building educational content. will be released, ”Rakhima Movlonova said.

When learning the basics of science in secondary schools, students are confronted with working with books, making observations, conducting experiments, systematizing the acquired knowledge, and various teaching and learning activities. It seemed expedient to create a whole system that introduced students to one type of activity. However, the results of science tests show that Uzbek students, although learning more than foreign students, lag far behind in its application. Many believe that the reason for this is that the basic skills are not adapted.

In the process of implementing these tasks, teaching students in secondary schools with the help of multidisciplinary interdisciplinary interdependence will not only solve the problems of their comprehensive development and education, but also develop their ability to solve complex problems in practice. That is why teaching and upbringing based on knowledge, skills, abilities and competencies in secondary schools on the basis of interdisciplinary relations will be an important condition and result of a comprehensive approach.

Returning to the topic of integration in school subjects, we must not forget that students who take the course study lectures on other subjects, such as history and literature, history and geography, geography and biology, economics and ecology, economics and computer science, history and music. Thus, interdisciplinary integration serves to increase the competence of students.

In this regard, it makes it easier for students to master topics in different disciplines in an interconnected way and to learn and understand by connecting knowledge in one field with another. The integration of disciplines in the classroom should be based on natural and fun, interactive learning.

The integration of the social sciences today has its points of contact with topics related to history, geography, literature, philosophy, logic, law, political science, regional jurisdiction, and more.

Zahridin Muhammad Babur's "Boburnoma" on the example of the social sciences strengthens students' knowledge of the climate, natural geography, location, ethnicity, religious and cultural history of Central Asia, Afghanistan and India.

This will help students to form historical consciousness and historical thinking, to understand that the history of our statehood is an integral part of world civilization, to respect the history and present of the peoples of the world and our multinational people, national and universal values, to form general and enhanced competencies in basic and social sciences..

1. The following methods help in the implementation of integration in the disciplines: comparison, modeling, compilation of analytical diagrams, analysis of socio-economic problems, analysis of research-type experiments and observations, analysis of statistical data.
2. In-depth and comprehensive disclosure of the content of educational disciplines of the effectiveness of the implementation of interdisciplinary links in the integration of social sciences; consistent and systematic assimilation of educational information, ensuring the interaction of curriculum, textbooks, methods and forms of teaching.

The integration of social sciences allows teachers to design the learning process taking into account the existence of interdisciplinary connections, thereby increasing the effectiveness of students' learning.

Teaching based on the technology of increasing the competence of students in the integration of social sciences in modern secondary schools serves to organize and conduct theoretical and practical training to achieve high efficiency.

It is inextricably linked with the training of young professionals who can apply their knowledge in the field of life in the future, who can find their place, who can think and apply their theoretical knowledge in practice, who can find their way in the rapidly growing information age of the digital economy.

Thus, we tried to reveal that the introduction of interdisciplinary integration in secondary schools, active participation in the search for pedagogical solutions, influencing students and forming a holistic view of the world, improving the quality of teaching, is an important step in regulating students' knowledge. In our opinion, interdisciplinary integration should be constantly improved and developed.

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