

# Development of Speech Competence Based on Interdisciplinary Communication

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## Abstract

This article explores the development of speech competence through interdisciplinary communication. Speech competence is a crucial skill that enables effective communication and understanding in various contexts. The article discusses the significance of interdisciplinary communication in enhancing speech competence, as it involves the collaboration and exchange of ideas across different disciplines. It further investigates the benefits and challenges associated with interdisciplinary communication for the development of speech competence. The findings highlight the importance of promoting interdisciplinary collaboration to foster effective communication skills and enhance speech competence in individuals.

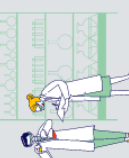
**Keywords:** speech competence, interdisciplinary communication, effective communication, collaboration, skill development.

## INTRODUCTION

In accordance with the reforms carried out in our country, the approach of harmonizing educational processes creates an opportunity to solve the problems of establishing and forming a creative attitude to the studied source. For this reason, the reforms implemented in education and training should serve the society in a logical way. In this place, the importance of non-traditional form of education - integration increases even more. After all, depending on the level of integration, according to the technique of its application, it will be possible to determine the perspective of the implemented technology. Because integration is sufficiently manifested, as a result of absorption of different characteristic content, it is the main factor in the transition to a new qualitative state. Integration is the combination of a large volume of educational material of a diverse nature, which can be characterized by deep, non-traditional education.

To date, many countries in the world are using integrative educational programs and textbooks in their educational system. Each country has developed and implemented different levels of integration based on the nature of the order placed on the education system of that country. For example, in the education system of the United Kingdom, integrative subjects are mainly introduced, while in Korea and Switzerland, integrated subjects or separate subjects, integrated subjects in Australia, subjects in the field of culture, human and nature, integrative subjects in Hungary, In the Netherlands, individual subjects, in Ireland, in blocks such as science and technology, all subjects are taught in an embodied manner [1-1].

Initial steps are being taken in this field in our country. In particular, in the state education standards of primary education, mother tongue and reading subjects were combined, and the subject of mother tongue and reading literacy was created. This subject is designed to be integrated with mathematics, nature and other subjects. Also, in the training of future teachers, a number of integrative subjects are included in the curriculum. By organizing them, it is



intended to achieve the effectiveness of the learning process, in which it is appropriate to use different levels of integration. That is, in the presentation of educational materials based on the integration of topics, the previous educational material complements the next one. But they never repeat each other. As a result of such an integrative approach, students' knowledge, skills and abilities, as well as creative activities, regularly develop and enrich. Integration based on the creation of mutually compatible points in educational programs is important to ensure inter-thematic harmony in programs.

Today, in accordance with the reforms implemented in our country, the problems of harmonizing relations between society and education, establishing and forming a creative attitude to the study of sources are of great importance in the educational process. As a result of using one or another level of integration in the educational process, it creates the following opportunities:

firstly, the learner's time and energy are saved, his knowledge opportunities are expanded; secondly, there is an opportunity to save money spent by parents and the state on the education process;

thirdly, on the basis of inter-subject integration, mechanisms are created to make the results of the learning process prospective;

fourthly, legal and methodological opportunities will be created to establish the training and professional development of teachers who manage the integrated educational process;

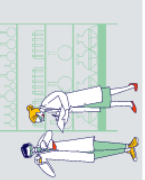
fifth, on the basis of integrated programs, the level of economic efficiency of the educational process is determined;

sixthly, it creates favorable opportunities for wide use of international experiences in the field of organizing the educational process based on integrated programs, and so on.

The teaching process should not only be educational, but should be aimed at educating students in humanitarian aspects. Based on the content of the topic, scientific knowledge about nature, society, human thinking, and development should be aimed at forming trust and faith in the future of our republic. In general, an integrated lesson should be coherent (thematically) and carefully planned.

It is very important that the problems of integration of teaching and upbringing in mother tongue classes are theoretically and practically based, and it becomes more relevant based on new social requirements. Today, the demands arising due to the development of science and huge changes in practice are setting new tasks for modern education.

The modern education system is aimed at establishing the foundations of science at a high level, defining and imagining the world of developed thinking as a whole, correctly understanding the events happening around, and educating young people who can understand their essence. According to scientists, integration is one of the didactic principles and takes the leading place among them. Such a concept creates the need to once again consider the issue of integration in the educational system, the issue of interdisciplinary coherence and connection. The introduction of integration into the educational system can be the main tool in solving the tasks related to education and upbringing between the educational institution and the public. Integrated training teaches students to naturally understand the unity of the worldview, the understanding of the coherence of events. It should be noted here that integrated approaches to



mother tongue classes should be scientifically developed. The development of the theory of integration in the teaching process, the development of scientific pedagogical concepts, is of fundamental and important importance. Integration is closely related to differentiation. This unity is clearly manifested in the formation of education, the desire of students to understand the knowledge they are getting.

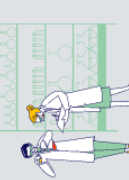
Integrative approach is the convergence and connection of disciplines during the differential process. The process of integration is the stage of connecting the communication between disciplines in a new, high quality, and manifests itself in a high way. It should be noted that the foundations of the integration process are based on long-ago folk pedagogy and scientific pedagogy. Integration is interdisciplinary. The ideas of great pedagogues in studying the process of integration, which arose from the need to show and explain the basics of interdisciplinarity in textbooks.

According to the great didactic Jan Amos Comenius, everything related to each other should be studied in the same way. Many pedagogues later approached the idea of interdisciplinarity and contributed to its development and generalization. According to the idea of D. Locke: "in determining the content of education, one subject should be supplemented with elements and facts of other subjects" [2-1].

About the spiritual-pedagogical nature of the didactic influence in the past pedagogy and the psychological-pedagogical connection, K. D. Ushenisky says: "the knowledge and ideas informed by any science are a broad and enlightening view of the world and life. K. D. Ushenisky had a great influence on the development of the theory of interdisciplinary connection. Many pedagogues have done effective work in the development of this methodology. The importance of interdisciplinary communication and integration in teaching and education in schools was reviewed by pedagogic scientists [2-1].

A number of scientific works are devoted to the problem of inter- and intra-discipline connections in the mother tongue classes, and are focused on the issues of gradually creating and implementing the integration of teaching aids. In studying the integration process, I. Boguslovsky's article "from baby to world, from world to baby" is of great importance [2-1]. It says: children's perception of the environment, learning to it, and the artificial division of this environment into different subjects in school education cause various divisions. Such views were recognized by our scientists in the middle of the 19th century. In a number of Western European countries (especially in Germany) generalized programs have begun to be created. The authors of this program try to compact the studied phenomena around a certain core. Most of the time, this core consisted of studying the environment, and it also included the labor process and culture. In the 19th and early 20th centuries, the idea of integration was valued as a progressive idea. The famous educational reformer Dj. Dun put forward the new principles of improving the educational programs, placing the child as the center of the pedagogy. Later, focused subjects appeared, expanding the mind of the child. As a child grows up, his worldview expands, concepts such as family, school, district, city, country, humanity, universe begin to appear in his mind, and the level of knowledge also increases.

For example: "Moscow City Teachers' Circle" (1910-1915), opened under the leadership of pedagogue-novator N.I. Papov, carried out effective work. These teachers have developed



their own work programs. In it, the idea of expanding the possibilities of integration by combining as many disciplines as possible was put forward. In this case, it is possible to see the harmony of basic subjects and subjects in elementary schools.

Humanities and natural sciences, such as history, geography, natural science, are deeply and widely connected. Grammatical and arithmetical subjects were planned to be combined through other subject materials. With this, the idea of teaching a single science - cosmology (World Studies) that incorporates many subjects in elementary schools was thrown into the middle. This science is the main science that takes the path of integration in the direction of education.

In the years (1915-1916) in the field of public education, effective work was carried out in the field of integration of educational materials, strengthening of interdisciplinary coherence and school reform. During this period, it is envisaged to apply the "Patriotic Studies" course, which is intended for students to master and observe the materials of environmental life. A wide program is planned, which includes concepts such as nature, the animal world, and people. Schools, villages, cities and regions were taken as a unifying core. But the problem of integration reached its high pedagogical level in the 1920s[2-1].

Scientists have divided the sciences into three blocks. These blocks were of great importance in directing the content of knowledge. In an integrative source, all subjects are solved as a product of advanced creativity, technological integration is the basis of the transition to the direction of computerization of the general education process, teaching methods that are active for all teachers in the course of the lesson and synthetic character (world artistic culture) It should be assumed that there are classes and artificially constructed meta-subjects (sign, number, symbol).

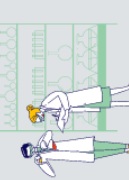
Thus, the desire to integrate educational materials is one of the main problems in the world and in our educational system.

Currently, special attention is being paid to the issue of integration. Today, by integration in education, we understand the creative growth of a new active pedagogical team, the ability to apply methods that are useful to students and easy to inculcate in their minds.

The feature of an integrated lesson is that two or three, sometimes even more, pedagogues can participate in this process. Is it easy or difficult to pass such an integrated education? It mostly depends on the teachers. However, it should not be forgotten that the lesson is an important part of this work. It is through the lesson that the main issues are implemented in an integrated course, and the result can be successful or unsuccessful. However, the concept of an integrated course is still interesting. What are the signs of an integrated lesson?

1. The integrated course itself is a new complex unit, which has a completely different form and is focused on solving problems clearly and effectively.
2. They are planned on the basis of two or three subjects. Therefore, several teachers or the material of several educational subjects are combined in a mechanical way.
3. Skills and methods of activating the process of interest in learning are developed.

Teachers can conduct the lesson together or separately, but the results are solved through joint actions. Often, new teachers enter the 5th grade and make different demands on students, and they struggle for a long time. It can be seen that our pedagogues in our schools do not have



a common educational policy and do not act as a team. Within the limits of the integrated lesson, teachers should first determine what is important and what is next. Teachers should learn to clearly and clearly express their work in class, formulate oral questions correctly, control themselves a little, and learn to assess themselves correctly. Lessons created on the basis of such cooperation of teachers will be integrated, but the material learned on the basis of them will not be synchronized with each other.

The purpose of the integrated lesson is to develop students' creative interests, aspirations, and creative thinking. Integrated lessons take different forms when taking into account the tasks divided between teachers and students. Pupils are divided into classes, they are given tasks on various topics and they inform each other. This form is most effective when the subjects are similar to each other. That is, this is a knowledge sharing lesson. In peer review lessons, they work together in groups and pairs. This requires good preparation from students. Objective and accurate assessment is required in all types of activity.

The lesson of creative research is aimed at students to find a solution to an independent problem. These processes increase students' knowledge, conscious learning, and efficiency. The main feature of an integrated lesson is that such a lesson is created on the basis of one subject, it is the main focus, the others are integrated with it, it is used to understand the meaning of the subject, to use the acquired knowledge in practice.

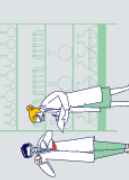
The results of the integrated lesson are reflected in the development of creative subjects of teachers. Interdisciplinary integration is not about showing how many subjects are related to each other, but through integrated teaching, it is about giving students an idea about the wholeness of the world around us. Scientists say that integration accelerates the formation of a 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 thematic integration, two or three different subjects reveal one subject. This level can be called illustrative - descriptive. Solving one problem with different subject possibilities is problem integration. In conceptual integration, one concept is considered using the tools and methods of various educational subjects. Philosophical integration of various theories is theoretical integration. For example, connecting ICT. Integrating with the help of ICT tools, theoretical information or necessary slides will be presented. Interdisciplinary harmony is noticeable when passing the topics.

The educational system faces the task of forming and developing the culture of information acquisition and processing of students. In the successful course of this process, the teacher himself becomes a consultant, a guide, an instructor of the educational process, a manager of the educational process. The teacher entrusts information technologies with the functions of source and distributor of information [2-1].



In this case, the main issue depends on entering the world of knowledge, using and mastering the resources of this world. It is necessary for a teacher to learn new rules in the world of information, to receive information in all subjects, and to be able to process it.

In education, the methods of teaching and acquiring knowledge related to speech, words, and sound fall to the second level, and the methods of teaching and learning related to imagination, form, color, and image come to the first place. Abdulla Awlani said that even if there is a slight difference between education and training, the two are inseparable, one's body is like a soul and body enriched by the other [3-1].

Integrated lessons teach children to naturally understand the unity of their worldview, the coherence of events. It should be taken into account that the integration of lessons in 5-11 grades in schools is scientifically poorly developed. The problem of integration is still one of the controversial issues among our people due to the fact that the existing opinions and views are contradictory and not coherent.

The development of the theory of integration in the teaching process, the development of scientific pedagogical concepts, is of fundamental and important importance. Integration is closely related to differentiation. This unity is clearly manifested in students' building a system of aspirations to understand the knowledge they are getting.

