

THE IMPORTANCE OF INTERDISCIPLINARY INTEGRATION IN THE MODERN EDUCATIONAL PROCESS

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Abstract

The article discusses the need to ensure interdisciplinary integration to ensure the effectiveness of teaching history in secondary schools. At the same time, the need to ensure interdisciplinary integration is scientifically substantiated using various examples.

Keywords: Integration, efficiency, interdisciplinary connection, critical thinking, professional competence, cognitive, creative, cause-and-effect.

Introduction

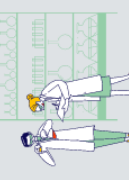
The introduction of interdisciplinary integration into the education system is one of the most pressing challenges of our time. Integration in education plays an important role in increasing students' interest in science and contributes to improving the quality of the learning process. Before considering interdisciplinary integration, it is advisable to clarify the content of the concept of integration and how it should be applied.

Integration (Latin *integratio* - restoration, completion; *integer* - whole) is the convergence and creation of relationships between disciplines during the differential process. This process is a stage in the formation of a new, higher-quality connection between academic disciplines. As a result of integration, disciplines enrich, expand and harmonize each other. This, in turn, allows us to present educational content in a holistic and understandable form.

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Interdisciplinary integration has become one of the main areas of innovative approaches in the modern education system. This makes the learning process holistic, meaningful and interesting. The importance of integration in modern education is determined by the fact that it serves not only to help students acquire knowledge, but also to develop their ability to connect different subjects.



Therefore, the widespread use of integration plays an important role in increasing the effectiveness of the education system and ensuring the intellectual development of students. This process helps to shape the worldview of students and increase their interest in acquiring new knowledge. In modern education, one of the main pedagogical tasks is to increase students' interest in science. Interdisciplinary integration is becoming an important factor in the development of education as an effective tool that helps solve these problems.

An increase in the number of subjects does not always lead to an increase in their quality. Modern technologies require focusing on qualitative rather than quantitative changes. Interdisciplinary integration is the optimal solution to meet this requirement. This helps to increase the effectiveness of learning and develop students' creative abilities.

LITERATURE ANALYSIS AND METHODOLOGY

Training highly qualified personnel who meet modern requirements based on improving the quality of education in the world has become a pressing issue in the education system. In particular, a number of leading countries in Europe, America and Asia are conducting effective research on the introduction of innovative technologies into the system, the development of creative thinking skills in students, and the formation of independent analysis skills. In our country, improving the quality of education and raising the younger generation as comprehensively mature individuals is one of the priorities of state policy. In particular, improving the methodology of teaching history, which promotes understanding of national identity and serves as a bridge between the past and the future, has become a necessity today. In this regard, it is advisable to adopt the Resolutions of the President of the Republic of Uzbekistan dated January 28, 2022 No. PF-60 "On the Development Strategy of the New Uzbekistan for 2022-2026" [1], dated October 8, 2019 No. PF-5847 "On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030", dated April 20, 2017 No. PP-2909 "On Measures for the Further Development of the Higher Education System", dated January 16, 2019 No. PP-4119 "On Additional Measures to Improve the Education Quality Control System". In recent years, serious attention has been paid to the development of interdisciplinary integration in ensuring the effectiveness of history teaching in secondary schools in our country. Further improvement of the quality of education by ensuring interdisciplinary integration is one of the urgent tasks in the education system today.

A number of noteworthy studies have been conducted on this topic in our country. In particular, Russian researchers S.A. Toshtemirova[7] on topical issues of improving the quality of history teaching in secondary schools; A.F. Ismailov[3] Improving innovative technologies in teaching history to students of academic lyceums; M.A. Sattorova[4] conducted a study on the development of inclusive teaching of students studying social sciences based on a competency-based approach.

In the countries of the Commonwealth of Independent States (CIS), systemic scientific research was conducted by such scientists as A.A. Vagin, F.A. Popov, V.N. Bernadsky, K.E. Bendirikov, D.N. Vorobyov, O.E. Shuvalova, E.A. Tamozhnaya, M.S. Smirnova, A.I. Subetto,

N.A. Ivanishcheva, I.V. Komarov, on the formation and development of professional competencies of future history teachers, improving methods of teaching history based on modern pedagogical approaches.

Foreign researchers S. Bjornavold, N. Norris, G. Weinert, K. Duick, A. Bloom, M. Abraham, A. Maslow, L. H. Salganik, E. Klime, J. Hartig, E. Thorndike, W. James, R. Clark Burton, K. Cummings William, D. S. Reichen, R. W. Bybee studied such issues as preparing future teachers for innovative activities, developing professional competencies and introducing a cognitive-improvement approach to organizing historical education. The problem of improving the quality of education based on the development of interdisciplinary integration in our country requires research.

In our study, we used the methods of analysis, synthesis, comparative analysis and experiment.

DISCUSSION

Historical science is closely related to many other disciplines, including geography, economics, literature, art and law, each of which plays an important role in understanding historical processes. Teaching history topics integrated with these subjects by a history teacher gives students the opportunity to analyze historical events, processes and their cause-and-effect relationships more deeply. For example, using the topic “The Great Silk Road” as an example, we can observe the complex manifestation of many disciplines in the formation of historical ideas in students.

Political events, revolutions, interstate relations and government decisions shape historical processes. State building and development of the political system in Uzbekistan are associated with unique historical processes.[6] Through the integration of political science and history, students gain an understanding and vision of state structures, political ideologies and their influence on the development of society in various historical periods.

In order for students to fully understand the essence of historical events and the cause-and-effect relationships of the chain of events, an important factor in the full formation of historical imagination is the implementation of interdisciplinary integration by the history teacher, that is, the presentation of the topic in conjunction with the disciplines of geography, political science, economics, philosophy, literature and art. Interdisciplinary connections create an opportunity for a deep analysis of the overall picture of historical events. Ensuring interdisciplinary integration is becoming an increasingly important effective approach in comprehensive schools and higher education systems. In this regard, it should be emphasized that the integration of history with other subjects in schools and higher education institutions of our country is becoming an important part of modern educational reforms. Since the education system in our country is undergoing a renewal process, special attention is paid to supporting interdisciplinary approaches and on this basis developing students' critical thinking skills and a holistic understanding of world events. Ultimately, such an approach to the education system gives students the skills necessary to understand and analyze historical events on a large scale. Several approaches to the theoretical foundations of history integration are based on the following approaches:

- interactive learning;
- interdisciplinary integration;
- learning focused on real problems, etc.

The relevance of our idea is also confirmed by the fact that these approaches are considered one of the main directions of modern pedagogical reforms, especially in the education system of our country.

RESULT

Research studies of the integrated approach show that this teaching model develops students' problem-solving skills. This is because this approach forces students to synthesize knowledge from several disciplines simultaneously.[5] In the process of applying this approach, students learn to relate their theoretical knowledge to real-world problems, which is an effective way to engage them in scientific research [8].

Another important theoretical aspect of the integrated approach to teaching history is problem-oriented teaching. Thanks to this approach, students have the opportunity to apply their knowledge in practice. Studying historical events in relation to global problems helps students understand modern world problems and analyze them based on historical parallels. This is of great importance for independently solving future problems.

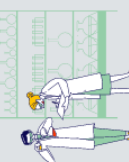
CONCLUSION

Therefore, an important aspect of the integrated approach is not only to ensure consistent acquisition of knowledge by students, but also to help them successfully solve real-life problems and develop analytical skills. In the education system, science teachers use this approach to help students develop critical thinking, research activities on a specific topic, and analytical skills to find solutions to complex problems.

Integrated teaching of history, including the use of interactive methods and interdisciplinary approaches, teaches students to synthesize different areas of knowledge. These methods help students to better understand how history is related to other subjects, thereby developing complex analytical skills. In conclusion, it should be noted that for the successful implementation of interdisciplinary integration, science teachers must constantly work on themselves and pay special attention to the correct planning of the topic.

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