

# POLISH SCIENCE JOURNAL

INTERNATIONAL SCIENCE JOURNAL

Issue 1(34)  
Part 3

Warsaw • 2021



# **POLISH SCIENCE JOURNAL**

ISSUE 1(34)  
Part 3

INTERNATIONAL SCIENCE JOURNAL

WARSAW, POLAND  
Wydawnictwo Naukowe "iScience"  
2021

<b>Mirsavurova N. R., Husanova M. A., Alimova N. H. (Tashkent, Uzbekistan)</b>	
ORGANIZATION OF SPIRITUAL LESSONS ON THE BASIS OF INNOVATIVE TECHNOLOGIES .....	69
<b>Moyliyeva Xumora To'ra qizi (Qarshi, Uzbekistan)</b>	
TALABALARDA MA'NAVIY SIFATLARINI RIVOJLANTIRISHGA YO'NALTIRILGAN TARIXIY PEDAGOGIK JARAYONNING MAZMUNI VA MOHIYATI .....	72
<b>Norboeva D. J. (Samarkand, Uzbekistan)</b>	
INNOVATIVE TECHNOLOGIES FOR TEACHING SPECIALTY TERMS IN HIGHER EDUCATION INSTITUTIONS .....	74
<b>Otayeva Salamat Sabirovna (Urganch, O'zbekiston)</b>	
TA'LIM TIZIMI MENEJERLARINING KOMPETENSIYALARINI RIVOJLANTIRISHNING O'ZIGA XOS JIHATLARI .....	79
<b>Qurbanova Nilufar Ravshanbekovna, Hajiyeva Dildora Erkaboyevna (Urganch, O'zbekistan)</b>	
BOSHLANG'ICH TA'LIMDA AXBOROT TEXNOLOGIYALARIDAN FOYDALANISH.....	84
<b>Quvvatova Mohinur Asatillo qizi, Kamolov I. R. (Navoiy, Uzbekistan)</b>	
ASTRONOMIYA FANINI O'QITISHDA INNOVATSION TA'LIM TEXNOLOGIYALARIDAN FOYDALANISH.....	88
<b>Rayimov Begali Urolovich (Termez, Uzbekistan)</b>	
COMPETENCE OF THE EDUCATOR IN THE ORGANIZATION OF VISUAL ACTIVITIES .....	92
<b>Ro`ziyeva Orzigul (Tashkent, Uzbekistan)</b>	
TALABA YOSHLARNI MUSIQA NAZARIYASI FANIGA QIZIQTIRISH USHLBLARI.....	94
<b>Sobirova Mahbuba Yusufjonovna (Namangan, Uzbekistan)</b>	
THE USE OF INTEGRATED TECHNOLOGY IN THE TEACHING OF HUMANISM IN LANGUAGE EDUCATION .....	98
<b>Umrkulova Feruza, Xaqnazarova Mohichehra (Toshkent, Uzbekistan)</b>	
PEDAGOGIK FAOLIYATDA NUTQ MADANIYATINING AHAMIYATI .....	106
<b>Usmanova Dilnoza Tulkunovna (Tashkent, Uzbekistan)</b>	
THE DEVELOPMENT OF CHEMISTRY TEACHING METHODS IN SCHOOLS.....	109
<b>Xajiyeva Dilfuza Adamboyevna, Masharipova Go'zal Qodirberganovna (Urganch, O'zbekistan)</b>	
ONA TILI FANINI O'QITISHDA MUAMMOLI TA'LIM TEXNOLOGIYASIDAN FOYDALANISH USULLARI .....	113
<b>Xolmatova Xolidaxon Abdurozoqovna (Xovos, Uzbekistan)</b>	
SINF RAXBARNING KREATIV LOIHASI. OILADA FARZANDLARNI KASBGA YONALTIRISH.....	117
<b>Азимов Тохир Джураевич, Ахмедова Шахноза Асаджановна (Ташкент, Узбекистан)</b>	
О ТЕСТИРОВАНИЯ СТУДЕНТОВ ПО ДИСЦИПЛИНЕ «НАЧЕРТАТЕЛЬНАЯ ГЕОМЕТРИЯ».....	120

3. Guruhda shunday ijodiylik guruhi bo'lishi kerakki har kim hohlagan fikrini bemalol bayan eta oladi.U yoki bu fikrni tanqid qilishi lozim ammo fikr egasi tanqid qilinmaydi.

Bu jarayaon oliy o'quv yurtlarida dars jarayonlarida qo'llanishi mumkin. Faqat yuqoridagi tamoyillari inobarga olinishi va guruhda o'zraro hamjihatlik muhiti bo'lishi kirak.Musiqa nazariyasida intervallarning aylanishlari har hil tovushlardan tuzilishlari, kvarta va kvinta davralarini tuzish va boshqa savollar og'zaki so'ralganda talabalarning tezkor javoblariva faolligi orqali ularning fanga bo'lgan qiziqishlari yanada oshadi.

**Sobirova Mahbuba Yusufjonovna**  
**Candidate of pedagogical sciences, Associate Professor**  
**Namangan State University**  
**(Namangan, Uzbekistan)**

## **THE USE OF INTEGRATED TECHNOLOGY IN THE TEACHING OF HUMANISM IN LANGUAGE EDUCATION**

**Annotation:** *in the introduction part of the article the basis for choosing the subject and its significance have been explained. There are viewpoints about the research that was conducted by our republic and Commonwealth of Independent States' (CIS) researchers on the current topic. The conclusion and recommendations based on scientific evidence that show the methodological capabilities of the use of integrative technology for teaching language while nurturing humanitarian values have been provided.*

**Keywords:** *integration, collaborative pedagogy, integrated lesson structure, linking language education to other disciplines, humanizing the learning process.*

### **Introduction**

Today, a number of scientific studies are being conducted around the world on the use of integrative pedagogy in improving the quality and effectiveness of education, the application of a comprehensive approach to the integration of teaching processes. Particularly, attention is paid to improving the content of the education via integrated module of the topics, disciplines and interdisciplinary incorporation.

There is a special need to clarify the methodological mechanisms for the use of integrated educational technologies, to improve the pedagogical conditions for the organization and conduct of integrated training. In the Action Strategy for the further development of the Republic of Uzbekistan "Support and realization of the creative and intellectual potential of the younger generation, the formation of a healthy lifestyle among children and youth" [1] such important tasks were signified. This requires the definition of the content, didactic and methodological requirements, forms of organizational activity, the use of integrated teaching technologies to increase the effectiveness of education.

As stated in Annex 5 to the Resolution of the Cabinet of Ministers No. 187 of April 6, 2017, "Education should be aimed at ensuring the connection between daily life and practice, the formation of skills to apply knowledge in practice, ensuring an integral connection with other disciplines" [2].

### **Main part**

R. Mavlonova, R. Safarova, E. Turdikulov, M. Mirkasimova, A. Musurmonov, P. Musaev, A.Ch. Choriev, H.A. Abdurahmonova, R. Burhanov, T. Nuriddinov, T. Dayanaeva, A. Salomov, Y. Haydarov, B. Husanov, M. Ashirova, Sh. Yusupova carried out research work on the issues of interdisciplinary communication and organization of integrated educational processes in the Republic. In this research, various directions and principles of interdisciplinary communication, their application in the learning process in the development of certain disciplines, the requirements for the content of education on the basis of interdisciplinary communication are

studied from a scientific and practical point of view. In the textbooks and manuals of K. Yuldashev is one of the methodist scholars who created textbooks for general secondary schools during the independence period, in the textbooks such as "Methods of teaching literature" by B. Tokhliev [3], "Integrated pedagogy of primary education" by R.A. Mavlonova and N.H. Rahmonkulova, "Primary Education", "Pedagogy, innovation and integration of education" [4]; In the monograph created by K.Husanbaeva [5] and in a number of other scientific and methodical articles of scientists and creative teachers, in a number of articles of advanced teachers in journals such as "Primary Education", "People's Education", "Continuing Education", "Language and Literature Education" a certain amount of attention has been paid to this issue.

Scientists from the Commonwealth of Independent States (CIS) A. Usmanova, N. Grishchenko, T. Chijova, T. Jukova, N. Pankova, N. Bogoyavlensky, M. Lvov, T. Ramzaeva, S. Yurtaev, N. Algazina, N. Pertseva made research that explores the use of collaborative learning technologies in improving the effectiveness of primary (Russian) language lessons in primary school, understanding and mastering grammatical concepts. The integration of educational content, interdisciplinary relevance and classification of these concepts are also being actively studied by Russian scholars. A number of theoretical and practical approaches are reflected in the research work of such scientists as I.V. Koshkina [6], E.N. Potapova [7], G.I. Kolpakova [8].

The work of foreign scholars J. Gilbert, F. Cochran, J. DeRuiter, R.E. Maeder, J.W. Gray, M.L. Dejong, M. Trott, R.J. Gaylord highlights the advantages and opportunities of using integrative learning technologies.

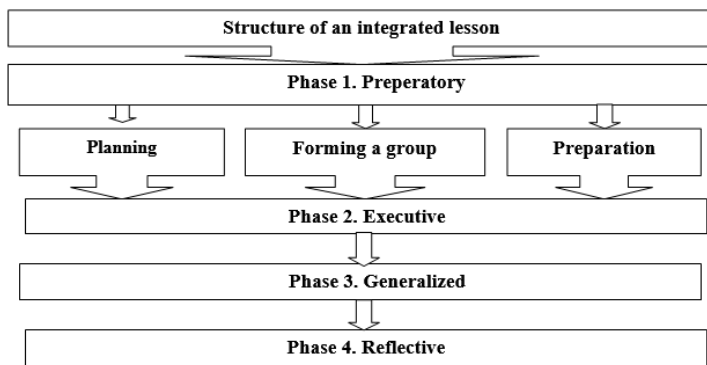
To date, a number of scientific studies have been conducted on the use of integrated technology, but the problem of the use of integrated technology in the teaching of humanities in language education has not been specifically studied. This article demonstrates the methodological possibilities of humane education in language education on the basis of integrated educational technology, as well as provides scientifically based suggestions and recommendations.

The use of integrated technologies in the educational process requires, first of all, the humanization of pedagogical relations. Because without the humanization and democratization of the educational process, any technology used will not give the expected results.

"Collaborative pedagogy," writes Professor K. Yuldashev, Doctor of Pedagogical Sciences, "focuses on the formation of democratic qualities in the personality of each child. The more every child feels right, the more he understands his duty; as much as he is free in his activities, he feels that this freedom should not interfere with the freedom and liberty of others. Because freedom is always associated with responsibility, accountability, duty... Unbroken freedom, unbroken human pride leads to creativity in both the student's activities and thoughts. Pedagogical cooperation polishes the inner potential of the child's personality and saves him from stubbornness, muteness, blind obedience. This pedagogy portrays the teacher in the eyes of the student as a caring partner, not a punitive, prohibitive official. This awakens an equal relationship between the teacher and the student. True human relationships are established and their levels of activity increase severalfold. The teacher secretly serves the formation of the personality... the

awakened personality, the disturbed creative opportunity, naturally calls the child's personality to perfection." [9] Conducted research on the technology of formation of communicative competence of future teachers on the basis of an integrative approach, H. Yulbarsova notes that there is a differential situation in the theoretical development of sciences, and integration means interdependence in practice, and it further increases the social, pedagogical and psychological significance of the process [10].

In our opinion, integrated lessons will have the following structure:



**Diagram 1.** Structure of an integrated lesson

First of all, in designing an integrated lesson, attention is paid to the coherence of themes. Phase 1 is the preparatory phase, in which students are told the subjects that are being integrated in advance. They are prepared for relevant topics on these subjects. The teacher creates a lesson plan by combining subjects and topics. The class is told to voluntarily divide into groups and prepare. In Phase 2, the goals are achieved using modern pedagogical technology. In Stage 3, the integrated subjects and topics are summarized and in Stage 4, students are assessed.

This structure of the integrated course can be applied to different stages of education - primary, secondary, specialised secondary and even higher education.

Improving the content of education in the primary school at the level of modern requirements is one of the key factors in the development of young people as spiritually mature individuals. This requires the provision of scientific, pedagogical, methodological training of teachers in the organization of integrated education and the improvement of skills in the use of integrated technologies. Ensuring the integration of the primary education process creates a number of pedagogical opportunities. The interrelationships of the sciences complement each other. Accordingly, ensuring integration in the content of primary education also creates a number of pedagogical opportunities. The interrelationships of objects, themes, and concepts complement each other. Due to the peculiarities of primary education, the researcher N. Abdullaeva's dissertation integrates some topics in the lessons "Reading", "Etiquette", "Music", "Fine Arts". For example, in the second-

grade lesson “The world around us” on the topic “Water is the source of life” only information about water is given. If we integrate this lesson with the topic of “Water flows to the island” in the Reading lesson, we will find that twice without informing the students about water, on the contrary, once they are given general information, they are given the properties of water, its reflection on the world map, how much of the earth is covered by water, what else is the surface of the earth, Central Asia on the world map, Uzbekistan on the map of Central Asia, borders with which countries, the most flooded country, the scarcity of water in Uzbekistan, the map of Uzbekistan, the views of the Aral Sea and rivers, the ocean, sea, rivers, canals, streams, canals and their differences, the chemical appearance of water, the appearance of water in nature and we will be able to provide additional information in addition to a similar textbook.” [11] It is recommended that topics covered by several science teachers be covered in a single topic.

In any integrated lesson, the main priority will be the subject, and the surrounding subjects will be the means to achieve the goal, but nonetheless, the whole subject will have its own independence and the material in the textbook will be fully covered. For example, because the practice of being a mathematician is difficult, a convenient and easy way to explain it to students is offered. The subject in Mathematics is integrated with the fairy tale in the Reading Textbook and with the following subjects- World Around Us and Technology.

**Table 1.** Example of the subjects

No	Reading	World around us	Technology
1	Navruz holiday	Spring equinox. Navruz holiday	Preparation of greeting cards for Navruz holiday

Through short conversations, questions and answers, and “brainstorming sessions”, students can be introduced to humanitarian ideas. At this point, students’ attention is drawn to the following points and humanity expressed by the teacher:

“Dear students, each season has its own holidays. For example, Navruz is celebrated in spring. At such times, children’s duties and responsibilities to their deceased parents increase. Young people need to do certain things for the memory of the past, to visit the elderly, relatives on the eve of the great holiday. They always need to be kind. It is necessary to do good to the parents for the rest of their lives, not to lose contact with the friend of the deceased father or mother, to pay frequent visits to the sick person”. [12]

In recent years, special attention has been paid to the teaching of the mother tongue at the secondary level, linking it to other disciplines. This is not in vain, of course. After all, the mother tongue is the basis, the key to mastering all sciences at this stage. There is a great opportunity to link the content of almost all texts in native language textbooks to other disciplines, as well as to build them on the basis of both grammar teaching and education in the spirit of humanity.

Linking the topic of “Place names and their spelling” in the textbook of the native language with the sciences of history and geography gives good results in this regard. Because place names, toponyms are an invaluable treasure created by our creative people in different periods. The teacher instructs the students to study the historical facts related to the names of the cities, guzars and villages where they live during the transition to the topic “Place names and their spelling”. Then, during



the native language lesson, students are given a task to write a text based on these collected sources. The reader refers to many historical sources and legends to write the text. Gets information about the area where he lives and consolidates his knowledge of history, geography, local lore during the native language course. The teacher makes sure that each text structured is coherent and reflects national values.

In the works of Abdulla Qodiri, Oybek and other famous writers and poets who dreamed of the fate of their country, nation and independence, students can find phrases in their native language lessons on compound sentences, double and repeated words, figurative words, compound words, phrases, generalizations, commentaries and other topics can be given as assignments, namely, writing in notebooks and interpreting them. By doing such work, students strengthen their knowledge of the native language. Such a process in mother tongue education demonstrates the importance of the use of literary texts in the classroom in the formation of students' spirituality, decision-making, consolidation of knowledge.

The texts in the textbook are aimed at developing students' oral and written speech, developing their independent creative thinking and the ability to express the product of thought in accordance with the speech situation, as well as cultivate and develop high human qualities. Because most of the exercises in the textbook consist of related texts, they can be used to form and develop students' ability to express their thoughts accurately, clearly, and fluently.

Most of the exercises in the textbook consist of literary materials, which allows language to be linked to literature. For example, the text "Alisher and the Nightingale" on page 18 of the 5th grade textbook "Mother Tongue", "Chain of Knowledge" (page 12), "Union" (page 69), "Human Hand" (Page 117). Or you can link some Uzbek topics to drawing. For example, in classifying and identifying vowels and consonants, comparisons are made using diagrams.

From the text "Unnecessary grass" on page 100 of 6th grade in relation to biology; from the text "Teachings of Amir Temur" on page 24 of the 5th grade in connection with the subject of history; The text about Mirzo Ulugbek on page 169 of the 6th grade, the text "Roots of the Uzbek language" on page 6, the text "Names of places - the seal of history", the text "Mahmud Zamakhshari" on page 8 of the 7th grade, "Abdurauf Fitrat" on pages of 55, 67 the text "Imam Ismail Bukhari" on page 118, the text "Sahibqiron" on page 118, the text "Example of ancestors" in the 99th exercise of the 9th grade can be used effectively. Typically, when working with texts, short texts are initially selected that remain in the reader's memory. It then moves on to more complex texts.

Texts from the game "Who is smarter" can also be used to link language education to science. For example, quickly find out which science the following texts belong to:

1. Man has learned to get heat from fuels - wood, coal, oil, gas, peat. (related to physics)
2. In the middle of the XIX century on the square of the former Ashtarkhanid state 3 new Kokand and Khiva khanates and Bukhara emirate. (related to history)
3. From ancient times our people have roots: carrots, beets, beets, radishes, various dishes were prepared from turnips. (related to biology)

4. Six continents on Earth: Australia, Antarctica, South America, There are North America, Africa, Eurasia. (related to geography)

5. Measure from the side, equal to the height,  
Two-thirds of the time.

From this point if an arc is drawn,

Who knows in a triangle that will be equal to the base. (related to mathematics)

Crossword puzzles can also be used effectively in interdisciplinary communication. For example, students are asked to complete a crossword puzzle as follows:

In folk medicine:

d  
o  
r  
i  
v  
o  
r

The benefits of plants are incomparable.

(Answer: d — hawthorn, o — horseradish, r — ravoch, i — spinach, v — valerian, o — white, r — royan).

The Uzbek language is inextricably linked with the science of logic. The aspect of their connection is that both are connected by contemplation. Logic is directly related to the Uzbek grammar department. For example, in grades 6-7, a number of questions can be used to develop students' logical thinking after word groups have been completed as follows: Which phrase has prefixes? To which category does the time category belong? Which word cannot be categorized?

Linking a topic to logic increases students' ability to memorize.

Given that integrated learning courses are a combination of several subjects around a specific topic and key concepts [13], the teacher takes into account the state of readiness of students, analyzes their psychological characteristics and interests. The difficulties they face during their learning activities may be one of the reasons that lead to the use of integrated learning. Sometimes students' successful mastery of one subject is also through the knowledge and skills they have acquired from another subject.

The work plan and textbooks for the first-year students of the academic lyceum in the modern Uzbek language include topics such as "Literary language and the national language", "Stages of development of the modern Uzbek literary language." There are many opportunities to develop students' thinking during the transition to these topics. [14]

Typically, over time, ethnic groups that speak a particular language will spread and settle in different places. It is expedient for the teacher to connect the modern Uzbek language with the science of geography during the passage of topics related to this situation. Collaboration with geography in the study of dialect words that are part of the vernacular gives good results. During the lesson, the teacher informs students about the dialects and dialects that are part of the vernacular. While introducing new concepts, the teacher assigns students

homework to map the geographical areas that separate dialects and slangs. Or, in the study of the stages of development of the modern Uzbek language, the teacher assigns students the task of mapping the geographical location of Turkic-speaking peoples and countries, which also increases the desire and interest of students to study the subject. Or, based on teaching students toponyms and their types, geographical concepts can also be implanted in their minds. It is appropriate to study toponyms in the following groups:

1. The name of the settlement of Oykonomim. a) polysonyms - names of cities and towns: Bukhara, Gazli, Samarkand, Urgench, Kosonsoy; b) komonims - village names: Yakkatut, Soyboyi, Uchkuza, Gubalak, Karakuduk; c) khoronims - names of regions, districts, regions: Navoi, Altai, Namangan, Syrdarya.

2. Urbanims - the names of institutions in the city: "Mercury" store, "Pakhtakor" stadium.

In the process of mother tongue lessons, creative work, such as writing scripts on these topics, conducting competitions of creative essays, further increases the love of students for the Motherland, the country, instills in their minds high positive qualities.

The text of laws adopted by our government in the field of education, the text of presidential decrees, texts imbued with the ideology of national independence, texts commenting on the universal values, historical heritage and culture of our people are of great importance in interdisciplinary linking language education.

Hence, the first feature of integrated lessons is that they are student-centered. Unlike traditional lessons, integrated education leads the student to development, upbringing, creativity in all aspects. As the teacher acts as the organizer and manager of the educational process in integrated lessons, the possibility of providing humane education in the process of teacher-student cooperation expands. The center of integrated lessons focuses on generalized, structured, humanely integrated learning tasks, questions.

Didactic analysis and generalization (analysis and synthesis) through them directs students to independent research, thinking, decision-making. The integration process allows students to structure their creative thinking. Influences the formation of the most necessary vital and spiritual qualities. Creativity in the reader gradually prepares the ground for creative ideas. An integrated learning process based on the humanization and democratization of the learning process allows the teacher to interact with the student. The formation of the learner's personality helps to create a conducive social and psychological environment for self-development through respect for him or her. Because of respect for the student's personality, he or she develops a sense of self-confidence. Integrated lessons based on humanization teach students to express themselves freely and make independent decisions.

### **Conclusion**

Based on the results of the study, the following methodological recommendations were developed:

1. Integrated study of content within the range of subjects and disciplines. Presenting topics in sequence based on the focus on completing the previous one, finding common points in science programs, and ensuring interdisciplinary coherence.

2. Combining language education with topics in "Literature", "Mathematics", "Geography", "Physics", "History", "Reading", "Etiquette", "Technology", using texts, exercises, assignments that embody the spirit of humanity.

3. Collection of databases and their use for the purposes of the lesson.

4. Defining teacher and student activities in the process of transferring knowledge to the student on the basis of an integrated system (determining who should perform what task and how to develop a lesson plan accordingly).

#### REFERENCES:

1. Ўзбекистон Республикаси Президентининг Фармони. Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида. /Расмий нашр/ Ўзбекистон Республикаси Адлия вазирлиги. – Тошкент: Адолат, 2017. – Б. 22
2. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2017 йил 6 апрелдаги “Умумий ўрта ва ўрта махсус, касб-хунар таълимининг Давлат таълим стандартларини тасдиқлаш тўғрисида”ги 187-сон Қарори [www.lex.uz](http://www.lex.uz).
3. Тўхлиев Б. Адабиёт ўқитиш методикаси.–Т.: Янги аср авлоди, 2006. –152 б.
4. Мавлонова Р.А., Раҳмонқулова Н.Ҳ. Бошланғич таълимнинг интеграциялашган педагогикаси.–Т.: Илм-зиё,–2009.–Б.19-20; Бошланғич таълим педагогикаси, инновация ва интеграцияси.–Т.: Ворис-нашриёт,–2013. – Б. 10-35.
5. Хусанбоева Қ. Адабиёт–маънавият ва мустақил фикр шакллантириш омили.–Т.:А.Навоий номли Ўзбекистон Миллий кутубхонаси нашриёти,–2019. 365 б.
6. Кошкина И.В. Интеграция в начальной школе / И.В. Кошкина, Г.Б. Целимбровская Н.Ш. М.–2003. – №10. – С. 82-86.
7. Потапова Е.Н. Интегрированные уроки в начальной школе или как создать у младших школьников целостную картину мира. М.: Новая школа. – 2002.
8. Колпакова Г.И. Межпредметные связи - одна из форм активизации учебно-воспитательного процесса // Начальная школа. - 1989. - № 10 - 11. - С. 29 - 31.
9. Йўлдошев Қ. Адабиёт ўқитишнинг илмий-назарий асослари. –Т.: Ўқитувчи, 1996. – Б. 151.
10. Юлбарсова Х.А. Интегратив ёндашув асосида бўлажак ўқитувчиларнинг коммуникатив компетентлигини шакллантириш технологияси. Пед.фан.бўйича фалс. док. (PhD) дисс. – Арзамас, 2020.
11. Абдуллаева Н. Бошланғич таълим самарадорлигини оширишда интеграциялашган технологиядан фойдаланиш. Пед. фан. бўйича фалс. док. (PhD) дисс. - Наманган. 2020. –Б. 25.
12. Sobirova M. Til ta'limini insonparvarlik g'oyalari bilan uyg'unlashtirish. Наманган давлат университети илмий ахборотномаси. 2020. Махсус сон. – Б. 264-269.
13. Митина Л. М. Учитель как личность. – М.: Дело, 1994. – 215 с.
14. Юсупова Ш. Ҳозирги ўзбек адабий тили дарсларида ўқувчилар тафаккурини ўстиришнинг илмий-методик асослари. Пед.фан.док.дисс. – Т. 2005. – Б. 61.