



**PEDAGOGICAL PRINCIPLES AND DIDACTIC
POTENTIAL OF INTEGRATING GENERAL
EDUCATION SUBJECTS**

Bekturdiyeva Mashhuraxon Maqsudbek qizi
*RANCH University Second-year master's student in
Theory and history of pedagogy*

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ABSTRACT

This article analyzes the theoretical and pedagogical foundations, didactic principles, and educational potential of integrating general education subjects. Drawing on the perspectives of Uzbek educational scholars regarding educational content, pedagogical technologies, interdisciplinary connections, and the development of students' cognitive abilities, the article examines the methodological characteristics of integrated education. A practical model for integrating natural sciences, mathematics and other exact sciences, and social sciences and humanities within the framework of the STEM approach is proposed.

INTRODUCTION

One of the key objectives of modern general secondary education is to develop students' ability to apply knowledge from different subjects in an interconnected manner, gain a holistic understanding of phenomena and processes, and independently find solutions to real-life problems. The integration of general education subjects plays an important pedagogical role in achieving this objective.

Interdisciplinary integration is the process of combining knowledge, concepts, and methods of learning activities from different academic subjects based on common educational goals. Its essence lies not in the mechanical combination of subject content, but in identifying and revealing the logical and meaningful connections between different disciplines.



Uzbek pedagogical research has extensively addressed the principles of systematic organization and consistency in education, the unity of theory and practice, active student participation, and the effective application of pedagogical technologies. In particular, the works of R. A. Mavlonova and co-authors on general pedagogy, the research of K. Qosimova and co-authors on mother tongue teaching methodology, and the scholarly perspectives of O'. Tolipov and D. Ro'ziyeva on pedagogical technologies serve as important theoretical and methodological sources for examining the didactic foundations of interdisciplinary integration [1; 2; 3].

LITERATURE REVIEW AND METHODS

The question arises as to what constitutes the theoretical and pedagogical foundations of interdisciplinary integration. The theoretical foundations of integrating general education subjects are based on the principles of educational integrity, systematic organization, consistency, and the unity of theory and practice. These principles aim to ensure that students acquire knowledge not as a collection of isolated facts, but as an interconnected system of concepts.

In the textbook *General Pedagogy* by R. A. Mavlonova, N. H. Rahmonqulova, and co-authors, the fundamental laws governing the educational process, didactic principles, teaching methods, and organizational forms of instruction are systematically examined [1]. Based on these theoretical perspectives, interdisciplinary integration can be regarded as a didactic tool that ensures continuity and coherence in educational content. In this context, students' previously acquired knowledge serves as a foundation for mastering new topics.

The textbook *Methods of Teaching the Mother Tongue* by K. Qosimova, S. Matchonov, X. G'ulomova, Sh. Yo'ldosheva, and Sh. Sariyev addresses the practical application of theoretical knowledge, the development of students' coherent speech, and the improvement of their reading and writing skills [2]. This methodological approach is also significant in the context of interdisciplinary integration. For example, by explaining and discussing phenomena studied in natural science or geography lessons and composing texts about them during mother tongue classes, students can establish meaningful connections between their subject-specific knowledge and communicative competencies.

In the teaching manual *Pedagogical Technologies and Pedagogical Mastery* by O'. Tolipov and D. Ro'ziyeva, particular attention is paid to the design of the educational process, learner-centered education, and the application of interactive teaching methods [3]. These perspectives provide a theoretical basis for the importance of planning students' learning activities in advance, clearly defining learning objectives, and designing tasks aimed at achieving specific learning outcomes in integrated lessons.

The general didactic and methodological perspectives presented in pedagogical literature play an important role in establishing the theoretical foundations of interdisciplinary integration. Their common focus is on ensuring the close interconnection between educational content,



students' learning activities, and teaching methods. The pedagogical principles of integrating general education subjects can be characterized as follows: effective interdisciplinary integration requires adherence to the principles of scientific validity, systematic organization and consistency, interdisciplinary continuity, the unity of theory and practice, active student participation, and an individualized approach. The principle of scientific validity ensures that knowledge from different disciplines is scientifically grounded and conceptually accurate. The principles of systematic organization and consistency involve the gradual acquisition of knowledge, progressing from simple to complex concepts while building upon previously acquired knowledge [1]. Interdisciplinary continuity integrates thematically related topics based on a common educational objective. The unity of theory and practice focuses on applying acquired knowledge in real-life situations. Students' active participation and independence are fostered through inquiry-based learning, problem-solving tasks, and interactive teaching methods [3]. An individualized approach, in turn, requires consideration of students' age-related characteristics and levels of academic preparedness. The effective integration of these principles provides a sound didactic foundation for interdisciplinary integration and contributes to improving the effectiveness of the educational process.

Interdisciplinary integration offers a wide range of didactic opportunities. It enables students to establish connections between knowledge acquired from different subjects and apply this knowledge in practice. This process contributes to broadening their worldview and developing independent, critical, and creative thinking skills. Interdisciplinary tasks help enhance students' communication and practical skills [2]. For example, writing a text or preparing a presentation on a topic studied in natural science lessons helps reinforce acquired knowledge. Furthermore, interdisciplinary teaching can increase students' interest and engagement in lessons. Its effectiveness depends on the teacher's professional competence and the appropriate selection of learning tasks.

DISCUSSION AND RESULTS

How can interdisciplinary integration be organized based on the STEM approach? The STEM educational approach provides opportunities to organize interdisciplinary integration through practical problem-solving activities. This approach integrates knowledge from science, technology, engineering, and mathematics. Incorporating content from the social sciences and humanities can further enrich the communicative, historical, and educational aspects of a project.

For example, an integrated project on “Water Resource Conservation” can be organized as follows.

Subject	Integration Content	Practical Task
Physics	Fluid flow, pressure, and volume	Measuring water consumption and comparing results under different conditions



Chemistry	Water composition, mixtures, and filtration	Examining selected properties of water samples and testing a simple filtration model
Biology	The importance of water for living organisms	Analyzing the effects of water scarcity on plants, animals, and human life
Mathematics	Volume, percentages, averages, and diagrams	Calculating water consumption, determining water-saving indicators, and creating charts
Computer Science	Data processing and visualization	Preparing spreadsheets, graphs, and presentations on water consumption
Mother Tongue	Environmental texts, scientific and journalistic styles, and communicative competence	Writing an evidence-based article, an appeal, and an awareness-raising text on water conservation
Literature	Representations of nature and water in literary works; relationships between humans and nature	Analyzing literary texts depicting water and nature and creating an original environmentally themed text
History	Historical development of irrigation systems and water-use practices	Studying ancient irrigation structures and the history of water management in Khorezm based on historical sources
Moral Education	Environmental awareness, social responsibility, and responsible attitudes toward natural resources	Organizing a discussion on “Water Conservation Is a Shared Responsibility” and developing a collective initiative
Law	Legal foundations of water resource protection, environmental rights, and responsibilities	Analyzing legislation on water use and proposing solutions to environmental legal scenarios
Computer Science	Data processing and visualization	Preparing spreadsheets, graphs, and presentations on water consumption

In this model, each subject addresses a specific aspect of a common problem. Students analyze the collected data, develop proposals aimed at reducing water consumption, and present their findings. The perspectives of O‘. Tolipov and D. Ro‘ziyeva on the purposeful organization of the educational process and the application of interactive teaching methods [3] can serve as a methodological foundation for designing integrated lessons. In this process, the stages of



identifying the problem, collecting data, conducting analysis, developing practical solutions, and evaluating the results are organized systematically and sequentially.

The main advantage of the proposed model is that it enables students to apply knowledge acquired from different subjects to solve a single practical problem. At the same time, determining its effectiveness requires pedagogical experimentation and the development of appropriate assessment criteria.

CONCLUSION

The integration of general education subjects contributes to ensuring coherence and continuity in educational content, fostering students' holistic scientific worldview, and expanding opportunities to apply acquired knowledge in practical activities. The perspectives of Uzbek educational scholars on didactic principles, teaching methodologies, and pedagogical technologies play an important role in establishing the theoretical and methodological foundations of interdisciplinary integration. In particular, the general didactic approaches of R.A.Mavlonova and co-authors provide a basis for the systematic organization and consistency of education; the methodological perspectives of K.Qosimova and co-authors emphasize the connection between theoretical knowledge, practical activities, and communicative competencies; while the works of O'. Tolipov and D.Ro'ziyeva provide a foundation for the purposeful design of the educational process and the promotion of active student participation.

Interdisciplinary projects based on the STEM approach create favorable didactic conditions for developing students' independent inquiry, critical thinking, collaboration, and practical problem-solving skills.

Thus, the pedagogical effectiveness of interdisciplinary integration is determined not by the number of subjects involved, but by the meaningful connections between them, the clarity of educational objectives, and the orientation of students' learning activities toward practical outcomes.

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