

## INTEGRATED LEARNING TECHNOLOGY

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**DOI: 10.5958/2249-7137.2022.00340.8**

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### ABSTRACT

*Integration is a deep interpenetration, merging, as far as possible, generalized knowledge in a particular field in one educational material. The need for integrated lessons is explained by a number of reasons. The world surrounding children is known by them in all its diversity and unity, aimed at studying individual phenomena, it is divided into disparate fragments.*

**KEYWORDS:** *Innovative Method, Integration, Communication, Pedagogical Opportunity, Motivation.*

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### INTRODUCTION

Innovative methods control the process of personality development and bring to the fore dialogic methods of communication, a joint search for truth, development through the creation of educational situations, a variety of creative activities. This problem is solved by interactive teaching methods, which are the main methodological innovations [1].

Integration (from the Latin word *intergratio* – connection, restoration) is the unification into a single whole of previously disparate parts and elements of the system on the basis of their interdependence and complementarily [2].

The integration of learning is the process and result of an inextricably linked whole in the process of learning a foreign language. The correct establishment of interdisciplinary connections, their skillful use is necessary to form the flexibility of the mind of students, to activate the learning process and strengthen practical orientation. The integration of learning makes it possible to link into a single system all the knowledge and skills acquired in various lessons, as well as to acquire new knowledge in the course of these connections. The integrated approach allows teaching in the real world communicative functions within the framework of a speech act, indicating how speech is used in daily situations to express praise, apology, request information. Fragmentary knowledge does not contribute to the understanding of native speakers.

Integrated lessons develop the potential of students themselves, encourage active cognition of the surrounding reality, to comprehend and find cause-and-effect relationships, to develop logic, thinking, and communication abilities. [3]

The form of integrated lessons is non-standard and interesting. The use of various types of work during the lesson maintains the attention of students at a high level, which allows us to talk about the sufficient effectiveness of lessons. Integrated lessons reveal significant pedagogical opportunities.

Integration in modern society explains the need for integration in education. Modern society needs highly qualified, well-trained specialists.

Integration provides an opportunity for self-realization, self-expression, creativity of the teacher, promotes the disclosure of abilities.

Advantages of integrated lessons.

They contribute to increasing the motivation of teaching, the formation of students' cognitive interest, a holistic scientific picture of the world and consideration of the phenomenon from several sides;

To a greater extent than ordinary lessons contribute to the development of speech, the formation of students' ability to compare, generalize, draw conclusions;

Not only deepen the understanding of the subject, expand the horizons. But they also contribute to the formation of a versatile, harmoniously and intellectually developed personality.

Integration in education is subordination to a single goal of education and training of the same type of parts and elements of content, methods and forms within the educational system at a certain stage of training [4]

In the scientific and pedagogical literature, integrated courses are considered as a didactic tool for the controlled integration of knowledge acquired by students in the process of forming interdisciplinary skills.

The integration structure includes [5]:

- a) Objects;
- b) The composition of the connection (the name of the objects between which the connection is established);
- c) The direction of communication (a communication line from one object to another).

The integration process itself is considered as the mutual influence, interpenetration and interrelation of the content of various academic disciplines in order to form a comprehensive, complex, dialectically interconnected system of scientific ideas about certain phenomena, sides, properties of the material world or social life.

As you know, traditionally the program has fixed the goals, the content of training, the sequence of mastering and the requirements for the level of proficiency in speech skills. In accordance with the goal-setting function, the program of the integrated foreign language course

should, first of all, reveal the goals that are determined by the modern order of society. In terms of in-depth study of an integrated course, learning a foreign language involves [6]:

- 1) To strengthen motivation to learn a foreign language by saturating the course with interesting information and involving students in practical activities using a foreign language;
- 2) To make foreign language knowledge, skills and abilities practically more targeted, focused on specific areas of application;
- 3) to ensure the strength of this knowledge, skills and abilities by increasing the volume of speech practice, both in terms of reception (reading, listening) and production (speaking, writing);
- 4) To promote greater flexibility by improving the mechanisms of combination (including lexical and grammatical compatibility of language material, its semantic variation, periphrasis);
- 5) Significantly expand the scope of the receptive or potential vocabulary, as well as grammatical phenomena that students could independently understand when reading and, to a certain extent, when listening;
- 6) expand the active vocabulary-minimum and teach to use it purposefully to solve communicative tasks, namely: to report and request information, express a request, advice, opinion, assessment, etc. in communication situations most typical for the implementation of specific cases in the field of knowledge and practice;
- 7) To improve the skills and abilities of independent work on a foreign language.
- 8) Create a holistic view of the real world for the student. The result of such integration is that the child receives the knowledge about the world that reflects the connectivity of individual parts of the world as a system.

The objectives of the course determine its content, which, in order to better manage the educational process, can be correlated in the program with the communicative tasks to be solved, new language material, expected speech products and the final planned learning outcome. Integration is finding a common platform for the convergence of subject knowledge at the junction of already existing traditional subject knowledge, children receive more and more new ideas about the world, systematically replenishing and expanding them (moving in a spiral in cognition) [7].

Integrated learning can occur at various levels. They are distinguished by three levels of integration in the lesson

At the *first level*, the main source of integration is direct interdisciplinary connections. The allocation of this level in the integrated program of integrated foreign language teaching is associated with the tasks of coordinating the teaching of relevant material. It is especially important to designate the proposed material in a single program to ensure a coordinated choice of vocabulary and topics of foreign language classes. [8]

The *second level* involves the integration of basic education and additional classes in subjects. In addition to the expansion of the material, the second level also assumes a higher quality of interdisciplinary connections, episodic inclusion of the material of other subjects, direct didactic synthesis is possible – conducting joint thematic classes in two or more disciplines in a foreign

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language on the basis of new material. It is reaching the second level that can logically and effectively solve the tasks of strengthening the socio-cultural orientation of foreign language education in general, expanding background knowledge in a foreign language, modernizing the lexical base and strengthening the motivational aspect of teaching foreign languages. [9]

The allocation of the *third level* is associated with a certain thematic limitation of subject courses. The very logic of constructing the existing programs of the studied disciplines clearly outlines not only the problems of the foreign language taught within their framework, but also possible directions for deepening its study. Thus, the third level presupposes the highest level of integrated learning associated with the transition from coordination to a deep synthesis of knowledge in a foreign language in connection with the course being taught, from the construction of interdisciplinary didactic systems to the formation of a new academic discipline of an integrated nature. The subject of the analysis are multidimensional objects, information about the essence of which is contained in various disciplines, the independence of each subject with its own goals, objectives, and program is preserved. [10]

Integration is a source of finding new connections between facts that confirm or deepen certain conclusions. Observations of students.

Patterns of integrated lessons:

- The whole lesson is subordinated to the author's idea,
- The lesson is united by the main idea (the core of the lesson),
- The lesson is a single whole, the stages of the lesson are fragments of the whole,
- The stages and components of the lesson are logically and structurally dependent,
- The didactic material selected for the lesson corresponds to the idea, the chain of information is organized as "given" and "new".

The interaction of teachers can be built in different ways. It can be:

1. Parity, with equal equity participation of each of them,
2. One of the teachers can act as a moderator, and the other as an assistant or consultant;
3. The whole lesson can be taught by one teacher in the presence of another as an active observer and guest.

The methodology of the integrated lesson.

The process of preparing and conducting an integrated lesson has its own specifics. It consists of several stages.

1. Preparatory
2. Executive
3. Reflexive.

The purpose of this stage is to arouse students' interest in the topic of the lesson, in its content. The ways of arousing the interest of students can be different, for example, a description of a problem situation or an interesting case.

In the final part of the lesson, it is necessary to summarize everything said in the lesson, summarize the reasoning of the students, formulate clear conclusions.

At this stage, the lesson is analyzed. It is necessary to take into account all its advantages and disadvantages

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