

**INTERDISCIPLINARY CONNECTIONS IN THE LESSONS OF THE RUSSIAN LANGUAGE IN THE UZBEK SCHOOL**

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**Abstract**

Annotation. This article discusses interdisciplinary connections in the lessons of the Russian language in the Uzbek school. Various approaches to the classification of intersubject relations are given. The specifics of studying the Russian language in an Uzbek school are revealed. Groups of corresponding speech skills are characterized.

**Keywords:** interdisciplinary connections, classification, bilingualism, listening, speaking.

Studying the problem of interdisciplinary connections, L.S. Vygotsky experimentally established that the previous mental activity, which contributed to the formation of generalizations, "is not annulled or wasted, but is included and enters as a necessary prerequisite for the new work of thought" [2, 303].

It is possible to achieve the stability of intersubject associations only by repeating the corresponding signal influences that ensure the revival of previous "traces" in the cerebral cortex. If such repetition takes place each time under new conditions and a variety of qualitative stimuli, then this leads to the formation of new foci of excitation, in which a large number of nerve cells participate. Between the previously arisen and the newly formed foci of excitation, different connections are established – associations (by contiguity, similarity, contrast).

For this reason, educational objects and phenomena are imprinted and reproduced in memory in relation to each other. The more versatile the connections between related objects, the more deeply their essence is cognized, the more firmly they are stored in memory.

An interesting point is put forward by A.A. Smirnov, who believes that the most important characteristics of memorization should be considered the methods of semantic grouping of educational material and the identification of semantic controversial points, the semantic correlation of what is assimilated in connection with something already known. He notes that in teaching it is important not only to learn new things, not only to communicate or point to already known material, but also to teach students to independently find previously known things, to compare and correlate what is newly studied with what is already known [5, 337]. And despite the fact that A.A. Smirnov does not talk about the need to find



previously known in a related subject, his statements lead to the conclusion that it is important to use knowledge of related disciplines.

Mastering the technique of transferring knowledge of one subject while mastering another brings to the analytical-synthetic activity of students a greater focus on solving certain problems, increases the activity of independent methods of work, causes a better organization of mental activity, and, finally, develops a logical sequence in solving both general and specific problems.

Thus, the necessity of interdisciplinary connections lies in the very nature of thought and is dictated by the objective laws of higher nervous activity and the laws of psychology. Interdisciplinary connections serve as a method of mental activity, they should be understood as a system of synthesis and generalization in solving cognitive problems.

Studying the problem of interdisciplinary connections, scientists have different approaches to their classification.

In the article by V.N.Fedorov [6, 5-22] an attempt is made to classify interdisciplinary connections. He divided them into informational and chronological. Informational is divided into factual, conceptual and theoretical. They provide an opportunity to transfer knowledge to new learning situations. Chronological links ensure the sequence of the preceding and subsequent learning material.

M.N.Skatkin divides interdisciplinary connections into preceding, subsequent and concomitant. N.M. Verzilin, P.G. Kulagin, Y.V. Vaitkevichus and others classify these connections in a different way. They divide them into synchronous and asynchronous, and N.M. Cherkes-Zade into preceding, concomitant and prospective.

Revealing the differences and classifications of interdisciplinary connections in different authors, V.N. Fedorov also outlines logical connections, which are determined by mental operations that arise under the influence of interdisciplinary connections. These types of relationships include: comparative, cause-and-effect, generalizing, and others.

N.S.Antonov considers interdisciplinary connections as a specific construction of the content of education [1, 12] and provides a description of the main directions of interdisciplinary connections: semantic correlation of content elements that are part of two or more academic subjects; the relationship between teaching techniques; formation of skills and abilities that ensure the integrated use of knowledge, which facilitates the implementation of practical tasks, etc.

In the first direction, the composition of the connection is revealed, in the second, the methods of communication, and in the third, the direction of the communication.

There are other criteria for classifying interdisciplinary connections; For example, the relationship between facts and concepts; links between the formation of general skills and abilities; Connections between learning and ways of cognitive activity. Each of these connections is taken into account to some extent when teaching the Russian language to children in national schools.

Based on the topic of our study, the most important connection seems to us to be the formation of general skills and abilities of primary school students in the lessons of the native and Russian languages. These general skills and abilities, formed in the process of



speech activity, not only facilitate the acquisition of a non-native language, but also arouse and maintain interest in its study, expand the cognitive capabilities of students. And awakening interest in the subject being taught is the most important condition for the effectiveness of learning. At the same time, the use of new means and methods of teaching opens up additional opportunities in the study of related subjects, including the study of the native and Russian languages.

It is especially necessary to implement interdisciplinary connections when teaching younger schoolchildren, since at this age it is easier for children to perceive knowledge in the system. In the process of teaching the Russian language to primary school pupils, connections between language subjects are established with the help of a teacher who directs the student's thought to the realization of linguistic similarities or differences, and correctly organizes the students' mental activity. At the same time, there is a transfer of knowledge from one area to another and its application in a new situation.

Mastering the Russian language in the modern era is of paramount importance for people of different nationalities in our country. "Its study is not only a path to the heights of science, technology, culture, and art, but also an urgent vital need, the most important economic and political task, a guarantee of further success in all ideological work." [4]

National-Russian bilingualism is widespread in Uzbekistan. Native speakers of the national language of the republic speak Russian and practically use it in various spheres of their activities.

The national primary school of Uzbekistan participates in the process of developing mass bilingualism, focused on the mastery of the literary forms of the native and Russian languages, and in the formation of the bilingual personality.

Scientific studies of bilingualism conducted in our country and some foreign countries show that the practical acquisition of a second language and communication in two languages creates the most favorable conditions for the development of personality.

As you know, language classes generally develop students' logical thinking, teach them to use many abstract concepts, and expand their horizons.

In the national primary school, the study of the mother tongue is given priority in this regard. At the same time, the range of knowledge in the Russian language assumed by students expands their horizons, the mastery of speech activity in the Russian language has a positive effect on the development of the child's speech ability, on the quality of his speech skills and abilities.

When teaching children two languages, the knowledge of the Russian language, which is the basis of speech skills and abilities, interacts with the knowledge, skills and abilities that students have in their native language. In this regard, the issues of interrelated teaching of the native and Russian languages to children are of particular importance in the methodology of teaching the Russian language.

The need to teach a second language based on the native language of students is one of the basic principles of the modern methodology of teaching Russian to non-Russians.

In the practice of primary national schools, this important principle is implemented mainly in the fact that teachers resort to translating words, phrases and texts that are difficult for



children from Russian into the native language of pupils, explaining messages that are incomprehensible to them in their native language.

Our research has shown that the implementation of this principle should be carried out on the basis of taking into account those speech skills and abilities that are formed in parallel in the lessons of the native and Russian languages, since this contributes to the overall speech development of children.

Among such speech skills and abilities, we have identified 3 groups:

1. Speech skills and abilities that are formed in native language lessons will help to become a support in the organization of work aimed at the general speech development of children in Russian language lessons. These are: the ability to construct sentences and intonate them; the ability to compose complete and concise answers to the questions posed; engage in dialogue; Compose a coherent narrative.
2. Speech skills that are subject to improvement both in native and Russian language lessons. This includes: the skill of reading in the native language, which is consolidated in the process of Russian language lessons; the ability to compose a sentence based on key words on a given topic; compose a story based on one picture, a series of pictures, personal observations; Ability to answer and ask questions.
3. Speech skills and abilities that are new for the speech practice of beginners. This group of speech skills and abilities can be formed using the teaching methodology developed in this study. These include: the ability to determine the meaning of a word in a given context; the ability to determine the meaning of a word out of context; compare the content of the text and the corresponding content of the picture-illustration; compare the content of the text in native and Russian languages.

The formation and improvement of these speech skills and abilities, as the study showed, is expedient to carry out through the use of lessons of the native and Russian languages in the educational process, a system of teaching aids, which can include as components: materials of educational books that are used in parallel in the lessons of the native and Russian languages (illustrations, pictures, some texts); plot pictures; educational thematic paintings; reproductions of artists' paintings; handouts in the form of pictures, applications, drawings for coloring, etc., sometimes accompanied by text in the native language, containing special knowledge for students; works of art in native and Russian languages; picture books; program works on reading in phonorecordings (in two languages); tabletop puppet theater (with a set of puppet characters for program works); Videos, slides provided by primary school programs in combination and without combination with sound recordings.

Using the teaching aids of the above-mentioned system of teaching aids, teachers of the native and Russian languages can organize the following speech exercises:

- exercises for the development of listening and speaking skills on isolated material (repetition of listened words and phrases; sentences, groups of sentences; brief answers to questions with the emphasis on the intonation center; formulation of a question with a question word; answers to a series of homogeneous questions; compilation of a series of similar sentences built on the principle of "chain", etc.);



- exercises for the development of listening and speaking skills on coherent material (answers to a group of questions united by one lexical topic; comparison of a picture with text; selection of pictures illustrating the text; answers to questions to the text (yes, no); paraphrase of the text; comparison of texts, etc.);
- exercises – answers to various questions;
- Exercises to expand sentences.

In order to ensure the effectiveness of the general speech development of primary school pupils of the national Uzbek school, the formation and development of their speech skills and communication skills with the study of the Russian language, it is advisable to create:

- a set of teaching aids that could be used in the process of native and Russian language lessons;
- A special methodological guide for teachers of the primary national Uzbek school on the use of children's knowledge, skills and abilities in their native language in the initial teaching of the Russian language.

At present, the faculties of pedagogy and methods of primary education have begun training primary school teachers who will teach subjects not only in their native language, but also teach children Russian. This situation opens up additional opportunities for teaching children Russian colloquial speech, using for this purpose other lessons that until now have been taught by the teacher only in their native language (singing, drawing, physical education, natural history).

In these conditions, there are prospects for the development of teaching tools common to primary school subjects and methods of their use in the educational process of grades 1-3. In this aspect, the results of our work can become the basis for further scientific research.

The most significant scientific results obtained in the course of this study can be presented as follows:

- possible directions in establishing links between the subjects of the language cycle in the primary grades of the national Uzbek school have been identified;
- external indicators characterizing the process of general speech development of novice schoolchildren have been determined, the main of which are speech skills and abilities formed in the lessons of the native and Russian languages;
- the criteria for the selection of teaching materials for textbooks intended for use in both native and Russian language lessons have been determined;
- the leading visual and figurative nature of the content of educational materials intended for general manuals has been determined;

A system of teaching aids that can be used in language lessons for the development of children's speech has been determined and experimentally tested.

The test showed that the students of the experimental classes have a higher level of speech development. In their native language, they learned to retell the content of a painting, a fairy tale, a video. At the Russian language lessons, they showed interest in Russian books, learned to answer questions about the content of a familiar and new text (a story, a fairy tale), guided by visual material.



The speech of the pupils of the control classes was less fluent, poorer in content, they made more mistakes in the formation of sentences, the interference of the native language was much more noticeable.

The results of this test convinced us that the proposed system of teaching tools and methodological ways of using them improved the quality of students' knowledge, skills and abilities in the Russian language.

In the course of experimental training, it turned out that the use of educational materials increased the effectiveness of teaching Russian to non-Russian students. We have seen the significant impact of the materials used on the formation and improvement of general speech skills and abilities.

At a higher level, the children were able to construct sentences and intonate them, to compose complete and brief answers to the questions posed, to participate in a dialogue, to make sentences based on supporting words on a given topic, from one picture, a series of paintings, and personal observations.

Comparative work with the text listened to in their native and Russian languages contributed to the fact that students had the ability to determine the meaning of a word in this context, to compare the content of the text corresponding to the content of the picture, illustration.

As a result of the use of teaching materials selected taking into account the interdisciplinary relations between the native and Russian languages, there was an increase in interest in the study of languages in general, and in the study of the Russian language in particular, which testified to the positive impact of experimental work on improving the quality of education. Language disciplines in primary school (native and Russian languages) act as an object of study, as a means of communication, and as a tool with the help of which other school subjects are studied. However, this multifaceted influence of language on the whole life of a person is not sufficiently understood by children, and as a result, they may lose interest in learning. It is not always easy to raise this interest, but it is possible. Interest is an effective means of activating students' cognitive activity. It allows the teacher to make the learning process more productive and engaging.

It is known that "... Interest is born and grows first of all where the activity performed evokes and satisfies the primary need for active creative work." [3]

In our work, we proceeded from the fact that the awakening of interest in the studied material is greatly influenced by the methods of acquaintance with the language (the use of comparison, independence of action, the use of visual aids, etc.) and the organization of various training activities. These considerations were the starting point in the planning of our experimental work.

The explanation of the change in the attitude of the pupils to the work performed required us to systematically observe their reaction when familiarizing ourselves not only with the obligatory program material, which had an illustrative and visual character, but also with the teaching aids offered to the children by the experimenter. For example: when studying a topic from a textbook, fairy tales were used as additional material.



Conversations were held with students who participated in the experimental work. These conversations helped us understand which types of work attract students and which leave them indifferent to them.

We found that the interest of younger students in the speech exercise increased if the content of the text was supplemented by work that had a playful nature or was related to the text of fairy tales, poems, riddles, etc., known to students.

We see further study of the problem in an in-depth study of particular issues of the methodology of using common teaching tools for the lessons of the native and Russian languages. The completion of the work we have begun can be the theoretical and practical development of the problem of educational complexes of means of teaching the native and Russian languages for the primary classes of the national Uzbek school.

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