

Methodology for Developing Students' Communication Skills Through the Use of Integrative Methods in The Educational Process

Isaboyeva Dilyora Zokirjon kizi

Kokand State University, Acting Associate Professor of the Department of Primary Education, Uzbekistan

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Abstract: The article discusses the formation of the student's ability to analyze information from different perspectives, establish new connections, and apply life knowledge in practice using integrative methods.

Keywords: Integrative methods, communication, skills, knowledge, competence, communicative.

Introduction: At the current stage of education, methods based on interdisciplinary integration play an important role in improving its content and forms. Integrative methods in education are an approach that involves the effective use of the content connection of several subjects in the educational process, teaching them in harmony with each other. With the help of integrative methods, the student develops the ability to analyze information from different perspectives, establish new connections, and apply life knowledge in practice. This approach activates children's skills of communication, active participation in a group, and free thinking on various topics. Integrated teaching ensures not only the cognitive process, but also socio-emotional development. Therefore, the use of integrative methods in primary education not only ensures interdisciplinary harmony, but also promotes communication among students,

It also forms general competencies such as collaboration, critical and creative thinking.

One of the most important general educational competencies that students develop at the primary education stage is communication skills. This skill is a prerequisite for children to actively participate in the educational process, express their opinions, effectively

cooperate with peers, communicate openly with the teacher, and adapt to the social environment. Communication skills are not limited to communication through speech alone. They include complex socio-spiritual mechanisms such as the student's ability to hear, understand, empathize, observe, react to facts, take into account the interlocutor's point of view, and solve problems together. Therefore, communication skills encompass not only speech activity, but also moral, emotional, and cultural development.

From a psychological point of view, children of primary school age have a strong need for communication. They naturally ask questions, seek understanding, and strive to express their opinions on topics that interest them. By properly directing this need in education and supporting it methodically, the foundation for the development of a potential person is created. Therefore, it is recommended to use tasks aimed at developing communication, group work, role-playing games, quests and cases, text discussions, and thinking exercises aimed at exchanging ideas in the teaching process. This forms not only language skills, but also social qualities such as listening, evaluating ideas, cultural communication, and constructive interaction.

Interdisciplinary integration forms a student's holistic view of the world. In this process, knowledge acquired

within different disciplines is analyzed in an interconnected manner, and through this, a young child learns to select information, compare, reflect, ask questions, and think together. Considering that communication is not only verbal expression, but also a form of social interaction, integrative disciplines serve as an important platform for the formation of these skills. Mastering information through another discipline, applying topics studied in another environment in new conditions, forces the child to communicate: he needs to express his opinion in a group, compare different opinions with peers, and speak out to come to a common conclusion. In this case, various forms of communication arise in the student, such as listening, asking questions, explaining, explaining, and defending his opinion. Researcher D.H. Clements says about the impact of the connection between disciplines in education on the human mind: "Interdisciplinary teaching encourages the student to establish connections, explore meanings, and use language in purposeful communication - this process activates both cognitive and communicative development." This idea shows that interdisciplinary integration, while serving a deep understanding of knowledge, also transforms the educational process through communication into a field of interpersonal relationships, which creates the necessary conditions for the social development of a person. Therefore, integrative teaching in primary grades should be considered as a powerful pedagogical mechanism that satisfies not only cognitive, but also communicative and social needs.

Interdisciplinary connection is considered one of the important pedagogical principles in the education system that ensures the assimilation of knowledge not separately, but in an integrated form. Its scientific and methodological foundations are associated with a number of theories in the field of educational psychology and general pedagogy. First of all, educators and psychologists who have studied the development of the child's mind emphasize that human thinking does not perceive information in separate disciplines, but analyzes it on the basis of vital connections. For example, the Swiss psychologist Jean Piaget explained the systematic formation of knowledge in the human mind through the concept of "cognitive structures" and proved that knowledge is

better consolidated if it is mastered in an interconnected way. From this point of view, when a child learns concepts about nature, society and man through biology, history and literature, respectively, the content of each discipline is complemented by another, and cognitive activity based on active understanding and reflection arises.

The role of interdisciplinary integration in pedagogy is especially evident in the model of "active-analytical teaching", which was emphasized in the schools of V.V. Davidov and D.B. Elkonin. In this approach, the student does not just memorize facts, but analyzes them, compares the knowledge gained in one subject with another subject or reality, creating a new meaning. In the process of such active teaching, communication, cooperation and understanding of meaning between students take center stage.

Vygotsky's theory of the "zone of proximal development" in modern educational psychology also supports interdisciplinary interconnection. According to it, a student can develop not only to the extent that he can know, but also to the extent that he can learn with the help of a peer or senior. Interdisciplinary integration creates an environment that requires such mutual teaching, communication and understanding.

From a pedagogical point of view, interdisciplinary integration creates a great opportunity to implement such tasks as bringing the content of education closer to life, making educational activities meaningful and interesting, and awakening the child's internal need for education. Such an approach not only connects the content of the subjects, but also serves the formation of the student as a person, the perfect development of his speech, social and communicative abilities. Integrative teaching methods, by their very nature, are inextricably linked with communicative teaching technologies. This connection is explained, first of all, by the fact that one of the main goals of interdisciplinary integration is to develop the ability to think, understand and communicate in students. Communicative technologies are aimed at forming precisely these skills, encouraging children to communicate, freely exchange ideas, find solutions in cooperation and establish social relations.

In the integrated part of the lesson on education, such topics as "Civic qualities" (page 7), "We are citizens of

Uzbekistan” (page 4) are discussed. Students reflect on their responsibility to the Motherland, ways to serve it, and ways to benefit it. Through a creative exercise on the topic “What kind of compatriot am I?”, each student expresses his duty, dream, and feelings.

The active use of integrative methods in the lesson process increases its effectiveness.

Cluster method. The cluster method is a visual thinking strategy aimed at the structured presentation of related thoughts and ideas around a central concept. This method simultaneously develops students' thinking, communication, and creative perception skills. By using the cluster method on the topic “Homeland,” students' emotional, spiritual, natural, and social views on the Motherland are harmoniously formed.

1. Reading literacy:

Based on the texts: “Youth of the Motherland” (p. 20, part 1), “My Native Language” (p. 41, part 1), “The Symbol of Our Happiness” (p. 48, part 1) questions are asked to reflect on the image of the Motherland.

Application of the cluster method: Central concept: “Homeland” (Vatan).

Associated words: “motherland,” “nation,” “valor,” “bravery,” “labor,” “progress,” “native language,” etc.

Integration content: Through the ideas presented in the text, the student learns to express a personal attitude, construct meaning, and draw moral conclusions.

2. Natural Sciences:

Lesson topics: “Plants,” “Animals,” “Natural resources” (pp. 10–56, Part 1; pp. 55–70, Part 2).

Application of the method: Natural aspects are mapped around the central concept of “Homeland”: “gold,” “fur-bearing animals,” “mountains,” “flora,” “climate,” etc.

Integration content: The student realizes that natural resources are an integral part of the Homeland. The relationship of stewardship and responsibility between nature and the nation is discussed.

3. Civic Education (Tarbiya):

Topics: “Civic virtues,” “We are citizens of Uzbekistan” (pp. 4–14).

Application of the cluster: Spiritual and social concepts

are formed around “Homeland”: “etiquette,” “respect,” “duty,” “selflessness,” “peace,” “kindness,” “personal contribution,” etc. Integration focus: The student comes to understand that loving the Motherland is not merely a matter of feeling, but something to be demonstrated through active citizenship, work, discipline, and responsibility.

By creating an integration-based cluster, the student gains a multifaceted understanding of the concept of “Motherland”—viewing it not from a single perspective, but through spiritual, natural, cultural, and social lenses. This approach fosters the development of an individual capable of thoughtful reflection, deep comprehension, and the articulation of their own views. Furthermore, the cluster encourages dialogue, facilitates learning by visualizing ideas, and expands opportunities for teamwork, debate, and the expression of opinions.

Role-playing games. Role-playing games are one of the important pedagogical technologies in primary education that stimulate personal activity, develop speech expression and social thinking. In particular, role-playing performances organized on meaningful topics such as “What do I do for the Motherland?” encourage children to understand their personal position in relation to the Motherland, to imagine themselves as active citizens and responsible individuals. If these role-playing games are organized in integration with reading literacy, natural sciences and educational sciences, interpersonal communication, social empathy and spiritual understanding processes are harmoniously formed in children.

1. Integration related to reading literacy. In the lesson, first of all, literary texts such as “Youth of the Motherland”, “Our Motherland”, “The Symbol of Our Happiness” are read (pages 20, 41 and 48. Part 1). What work the characters in the text did and what contribution they made to the Motherland are discussed. After that, students are asked to imagine themselves in different images: for example, “I am a defender of the Motherland”, “I will become a scientist in the future and invent for my country”, “I am an engineer who protects nature”, etc.

Each student gives a 1-2 minute speech in the role he or she has chosen, which reflects the content of “What is my duty to the Motherland?”, “How can I

contribute?” This exercise develops children's speech activity, the ability to express personal attitudes, and the experience of creating personal meaning.

2. Integration with natural sciences. After topics in natural sciences such as “Natural resources of Uzbekistan”, “Minerals”, “Plants and animals”, “Water conservation”, the role-playing game can also be enriched by connecting it with nature. For example, the student speaks in the following images: “I am an ecologist, I care about the nature of my country”, “I am a geologist, I save natural resources”. In this direction, role-playing is not only a means of communication, but also a means of connecting knowledge in natural sciences with life, transforming it into a personal relationship. The child develops a sense of connection, a sense of responsibility and ecological awareness towards the Motherland through the natural environment.

3. Integration related to the subject of education. After educational topics such as “Civic qualities”, “My duty”, “Healthy lifestyle”, the student needs to express his personal duty to the Motherland in words. In the role-playing game, the child forms his spiritual position through speeches such as “I will work on myself as a person who serves the Motherland in the future”, “I will honor my country with honesty and hard work”. As a result of this activity, the child develops moral awareness, a sense of identity, and a social person who influences others. Role-playing strengthens communication skills within the group through mutual listening, evaluation and response.

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