



**AN INTEGRATED APPROACH IN RUSSIAN LANGUAGE LESSONS:
INTERDISCIPLINARY CONNECTIONS**

Irina Chernobrovkina

Teacher of the Russian Language, Oriental University, Uzbekistan

Abstract: This article analyzes the importance of an integrated approach to teaching the Russian language and how it can be implemented in an interdisciplinary context. An integrated approach, that is, a method of teaching the language in several subjects at the same time, allows students to learn the Russian language not only as a separate subject, but also in connection with other areas (mathematics, history, geography, etc.). The article describes in detail the advantages of such an approach, its ability to encourage students to think more broadly, its effectiveness in the practical application of the language, and how to implement interdisciplinary connections in the lesson. It also examines the methodological and didactic foundations of an integrated approach, its impact on the cognitive development of students.

Keywords: language teaching methodology, teaching methods, interdisciplinary approach, cognitive development, didactics, student activation, practical application

Introduction: In the modern education system, there is an increasing demand for innovative methods to expand students' knowledge and develop their level of thinking. In particular, the importance of an integrated approach in teaching Russian as a foreign language is great. This approach, i.e., interdisciplinary connection, is considered an effective method aimed at updating traditional methods in language teaching and creating opportunities for students to practically master knowledge.

In an integrated approach, the language learning process involves not only mastering grammar, but also combining different subjects, allowing students to learn the language in connection with other areas. For example, by adapting other subjects such as history, geography, literature to the language, students learn to practically apply it in the process of mastering the language, use it in communication, and gain broader knowledge.

At the same time, an integrated approach makes it easier for students to perceive knowledge as a whole, develop analytical thinking, and understand interrelated knowledge. It also allows teachers to conduct lessons more interesting and effective, because such an approach encourages students to actively participate and express their opinions.

The article analyzes the methodological foundations of the integrated approach in Russian language lessons, its impact on students, methods for implementing interdisciplinary connections, and the advantages of this approach. This article serves as an important scientific and methodological resource for searching for effective approaches to teaching the Russian language, improving the teaching process, and providing students with more practical skills.

Main part: The integrated approach, that is, the methodology of studying several subjects at the same time, is one of the effective methods aimed at developing students' multidimensional thinking in the modern education system. In this approach, a subject, for example, the Russian language, is taught in combination with other subjects. The goal is to provide students with the opportunity not only to learn one language, but also to acquire knowledge and skills in other areas using this language.

The main principles of the integrated approach are as follows:

Interdisciplinary connection: Students are explained the interrelationship of each subject, which creates an opportunity for them to solve problems in a comprehensive way.

Subject integration: Generalization and deepening of knowledge by teaching different subjects, for example, Russian language, history, geography or literature, in a way that connects them.

Practical and skills development: Students master several subjects at the same time through practical tasks.

The following methods and tools are effectively used to implement interdisciplinary connection in Russian language lessons:

Interactive connection of subjects: For example, when studying topics in geography or history in Russian language lessons, students are involved in discussing geographical places or historical events in Russian.

Problem-based tasks and situational exercises: Teach students to communicate through real-life situations, such as traveling, exploring cultural differences between countries, and covering topics in Russian.

Project work: Integrate different subjects through essays written in Russian or group project work, such as presenting a historical event or cultural phenomenon in Russian.

Interdisciplinary approach: Integrating Russian language lessons with other subjects to provide students with more knowledge. For example, teaching literature and language in an integrated manner, encouraging students to read poems, stories, or dramatic works in Russian.

There are several positive aspects of an integrated approach: **Generality of knowledge:** The connection between several subjects ensures a further expansion of students' knowledge. The student uses the language he has learned in the framework of other subjects and understands its practical significance.

Increased motivation: Learning Russian in an integrated manner with other subjects increases students' interest in the language and arouses their desire to learn more.

Cognitive development: Students learn to think more logically, analyze, and understand the connections between different subjects. This develops their cognitive skills.

Communication skills: Through an interdisciplinary approach, students learn to express their thoughts clearly and fluently in Russian in various situations.

The following methodological approaches are used to effectively implement interdisciplinary connections:

Frequent integrated tasks: Tasks and tasks that involve students in studying several subjects at the same time. For example, providing information about geography in Russian or analyzing historical events in Russian.

Using social and cultural context: Offering students to discuss various social and cultural topics in Russian, for example, talking about cultural differences, travel or tourism.

Project-based learning: Giving students group work or individual projects, creating topics related to other subjects that are discussed by the student in Russian.

To effectively implement an integrated approach, it is important to evaluate its impact. The development of students' language skills, the level of communication activity, the scope of their knowledge and understanding of various subjects serve as the basis for analyzing learning outcomes. At the same time, teachers need to regularly review the methods used in the lesson and develop effective strategies.

Conclusion: The importance of an integrated approach in Russian language lessons is increasing in the modern education system. This approach plays an important role not only in language learning, but also in the formation of students' comprehensive knowledge, the development of their level of thinking, and the acquisition of practical skills. Organizing Russian language lessons on the basis of interdisciplinary connections gives students the opportunity to study other subjects in the process of mastering the language and expands their horizons of thinking.

An integrated approach develops students' skills in independent thinking, analysis, and complex problem-solving. At the same time, this approach teaches students to use the Russian language not only grammatically, but also in a practical context, which increases their communication skills. By integrating different subjects in the lesson process, students expand their knowledge in various areas and gain a broader worldview.

To increase the effectiveness of the integrated approach, teachers need to organize lessons interactively and ensure student activity. Also, the update of methodological approaches should provide students not only with theoretical knowledge, but also with practical skills. This will help students apply their knowledge in real life.

In general, the use of an integrated approach in Russian language lessons ensures that students fully master the language learning process effectively, interestingly and practically. This, in turn, increases students' readiness for future education and social life.

REFERENCES

1. Akramkhodjayeva, Dilfuza. "POSSIBILITIES OF PERSONALIZING LANGUAGE LEARNING WITH THE HELP OF CHATGPT AND ARTIFICIAL INTELLIGENCE." *International Journal of Artificial Intelligence* 1.3 (2025): 129-131.
2. Chernobrovkina Irina. (2024). DEVELOPING LISTENING SKILLS THROUGH PODCASTS AND AUDIOBOOKS IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE. *Neo Scientific Peer Reviewed Journal*, 22, 11–18. Retrieved from <https://neojournals.com/index.php/nspj/article/view/409>
3. Markhabo Abdullayeva, Gulrukh Khidirova, LINGUISTIC AND CULTURAL FEATURES OF ANTHROPNYMS. (2025). *Journal of Multidisciplinary Sciences and Innovations*, 4(3), 700-703. <https://doi.org/10.55640/>
4. Aripova G. T. ADULTS TEACHING ENGLISH IN THE SPHERE OF ART AND CULTURE // *Language and culture*. – 2018. – P. 72-81.
5. Yakubova Feruzakhon Askarovna, & Chernobrovkina Irina Viktorovna. (2024). EXPLORING THE EFFECTIVENESS OF INTERACTIVE TECHNOLOGIES IN RUSSIAN LANGUAGE INSTRUCTION VIA ROLE-PLAYING GAMES. *American Journal of Research in Humanities and Social Sciences*, 22, 37–42. Retrieved from <https://americanjournal.org/index.php/ajrhss/article/view/1928>
6. Irina Chernobrovkina. METHODOLOGY OF TEACHING TERMINOLOGICAL VOCABULARY OF THE RUSSIAN LANGUAGE TO STUDENTS OF NON-LINGUISTIC SPECIALTIES. 7/2024 *Til_va_adabiyot.uz Magazine*
7. Alimukhamedova S., Chernobrovkina I. THE IMPORTANCE OF STUDYING FOREIGN LANGUAGES IN THE INTERCULTURAL SPACE // *Bulletin of Science and Creativity*. – 2023. – No. 8 (90). – P. 5-7.
8. Hamidov, Xayrulla, and Marxabo Abdullayeva. "Alternative Versions and Functional Characteristics of Phraseologists in Uzbek." *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION* 4.3 (2024): 51-54.
9. Abdullayeva, M. and Maxmudova, M., 2022. Importance of legal education characteristics. *Science and Innovation*, 1(7), pp.1311-1314.