

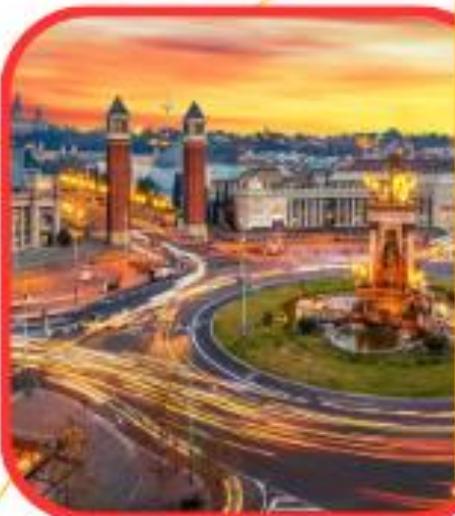


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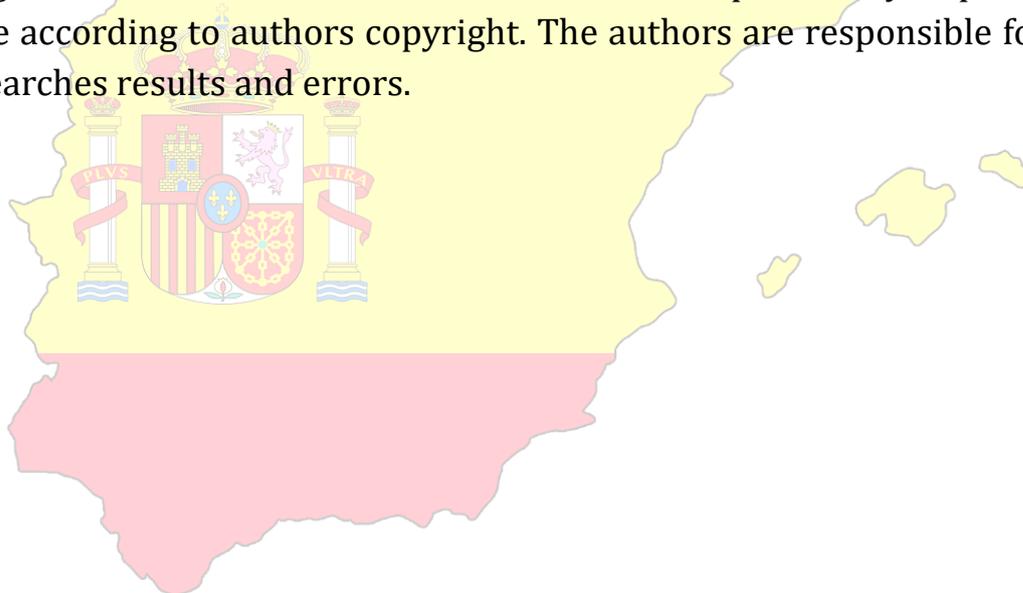


**INTERNATIONAL CONFERENCE ON SUPPORT OF MODERN SCIENCE AND INNOVATION:** a collection scientific works of the International scientific conference – Madrid, Spain, 2026, Issue 3.

**Languages of publication:** Uzbek, English, Russian, German, Italian, Spanish,

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON SUPPORT OF MODERN SCIENCE AND INNOVATION**». Which took place in Spain, 2026.

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UDK: 37.013

## Ta'lim mazmunini fanlararo integratsiya asosida loyihalash

Buxoro davlat texnika universiteti dotsenti

**Chorieva M.M.**

**Annotatsiya.** Maqolada ta'lim mazmunini fanlararo integratsiya asosida loyihalash konsepsiyasi va uni amalga oshirish prinsiplari tahlil qilinadi. Fanlararo integratsiya ta'limni real hayot muammolari bilan bog'lash, talabalarning tanqidiy fikrlashini va hayotga mos ko'nikmalarini rivojlantirish imkonini beradi .

**Kirish.** Zamonaviy ta'lim tizimi globallashuv, texnologiyalar taraqqiyoti va bilim iqtisodiyoti talablariga javob bera olishi uchun o'quv jarayonida fanlararo yondashuvlarni joriy etish zarur [1]. Bu yondashuv ta'lim mazmunini cheklangan fanlar doirasidan chiqib, ularni o'zaro bog'lash orqali boyitadi hamda talabalarning sohaviy bilimlar bilan birga real hayot muammolarini hal etish qobiliyatini shakllantirib beradi [2]. Fanlararo integratsiya ta'lim mazmunini faqat ma'lumotlar to'plami sifatida emas, balki real muammolarni yaxlit hal etishni maqsad qilgan holda loyihalash imkonini beradi [3].

**Fanlararo integratsiya tushunchasi va pedagogik mohiyati.** Fanlararo integratsiya ta'lim mazmunining bir nechta fanlar, sohalar va bilimlar sohalarini birlashtirib, umumiy muammoni tahlil etish hamda hal etishga yo'naltirilgan sistemali yondashuv deb tushuniladi [1]. Bu yondashuvning asosiy xususiyatlari quyidagilardan iborat:

1. **Muammoga tayanish** — o'quv jarayonida real hayot vaziyatlari va muammolar inkor qilinadi [2].
2. **Bilimlarni uyg'unlashtirish** — fanlar orasidagi chegaralarni yumshatib, ularni integratsiyalashtirilgan holda qo'llash [3].
3. **Ko'nikmalarni rivojlantirish** — muammolarni amaliy yechimi orqali tanqidiy fikrlash, muloqot va hamkorlik ko'nikmalarini shakllantirish [4].  
Fanlararo integratsiya ta'lim mazmunini strategik fikrlash va kontekstga muvofiq tahlil qilish yo'li bilan o'rganish imkonini beradi [1].

### 2.1. Haqiqatga yo'naltirish prinsibi

Talabalarni real hayot vazifalari bilan tanishtirish orqali bilimlarni amaliy hayotda qo'llash qobiliyatini shakllantirish [2].

### 2.2. Muammoli talablar asosida kiritish

Muammo yoki loyiha bilan boshlanadigan kontekst talabalarni fanlar o'rtasida bog'lanishni o'zlaridan talab qiladi [3].

### 2.3. Texnologik integratsiya prinsibi

INT, kompyuter vositalari, modellashtirish usullari va IT platformalar fanlararo integratsiyani amalga oshirishda muhim rol o'ynaydi [4].

### 2.4. Hamkorlikta o'rganish va muloqot

Talabalarning guruhlarda ishlab, fanlar orasidagi munosabatni muhokama qilishi o'qitish mazmunini boyitadi [1].

## 3. Ta'lim mazmunini fanlararo integratsiya asosida loyihalash bosqichlari

Loyihalash bosqichi ta'lim maqsadlari va kutilgan natijalarni belgilashdan iborat [2]. Fanlarning integratsiyalashgan mazmuni yaratiladi. Masalan, "Shahar atrof-muxitni muhofaza qilish" mavzusi:

- **Geografiya** — tabiiy resurslar;
- **Biologiya** — ekosistema prinsiplari;
- **Iqtisodiyot** — resurslarni tejamkorlik bilan boshqarish;
- **Matematika** — ma'lumot tahlili [3].

Fanlararo integratsiyada quyidagi usullar qo'llaniladi: keys-metod, proektli o'qitish, muammoli o'qitish [4]. Baxolash faqat faktlarni eslashga emas, balki fanlar orqali integratsiyalashgan bilimlarni amaliy qo'llashga asoslanadi [1].

#### 4. Fanlararo integratsiyaning ta'limga ta'siri va afzalliklari

1. **O'quvchilarning tanqidiy fikrlashini rivojlantirish** — ma'lumotlarni turli nuqtai nazardan tahlil qilish [2].
2. **Praktik ko'nikmalarni shakllantirish** — real hayot muammolariga yo'naltirilgan loyihalar [3].
3. **Motivatsiya va qiziqishni oshirish** — fanlararo kontekst talabalarning qiziqishini oshiradi [4].

**Xulosa.** Fanlararo integratsiya ta'lim mazmunini boyitadi, real hayotga mos ko'nikmalarni shakllantirish va tanqidiy fikrlashni rivojlantirish imkonini beradi

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