



THE ADVANTAGES OF INTEGRATED CLASSES IN GERMAN LANGUAGE CLASSES AND CHANGES IN STUDENTS' ACADEMIC PERFORMANCE

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Article history:	Abstract:
Received: 27 th August 2021 Accepted: 26 th September 2021 Published: 30 th October 2021	The article provides valuable information about the importance of integrated lessons in the teaching of German, the methodology of transition and its role in education. Experimental data on changes in academic performance of pupils and students during integrated lessons are recorded.

Keywords: Integration, Integrated Lessons, Academic Mastery, Cognitive Interests, Objective Laws, Pedagogical Observation, Questionnaire.

INTRODUCTION

At present, the search for new ways to implement the content of education remains relevant.

Integration in this regard is one of the innovations of modern methods. This technology helps to understand the combination of incompatible subjects in the curriculum of schools and universities. German is no exception. In our opinion, ignorance is not possible in shaping the personality of schoolchildren and university students, because foreign languages are considered a holistic science.

The new standard of our time is based on the ability of schoolchildren and university students to study independently, acquire knowledge, skills and universal methods of activity. The learning process should be organized in a way that ensures the student's ability to learn.

The insufficient development of the solution to this problem, its undoubted relevance and social significance served as the basis for choosing the research topic.

LITERATURE REVIEW

The problem of integration in the learning process has been raised many times in history. To determine the essence of integration, let us turn to the general scientific definition of this concept. "Integration is the integration into one whole, the unity of any elements, the restoration of any unity; in systems theory - the state of interdependence of the individual components of the system and the process that leads to such a state". One of the first was the philosopher-humanist, public figure Ya.A. Comenius tried to systematize the objective laws of education and upbringing, to solve questions that previous pedagogy could not answer. Comenius called for enriching the reader's mind, introducing him to things and events in a sensitive world.

The main form of implementation of the integration process is the course. Thus, integrated lesson topics are chosen in such a way that they develop the ability to achieve lesson objectives, focus quickly in new contexts, see known innovation, transcend boundaries, and flexibility.

RESEARCH METHODS

Research and analysis of literary sources in the field of methodology, pedagogy, psychology, linguistics and foreign languages, pedagogical observation, analysis of student work, pedagogical experiment, sociological methods (survey, questionnaire, conversation).

RESEARCH RESULTS

The following studies were conducted to explore interest in learning, general science and special skills, as well as the student's personal qualities and the use of integrated teaching in a German language course to improve the quality of knowledge in German:

- to study students' attitudes towards integrated lessons;
- to determine the level of academic mastery of students during integrated lessons;
- analysis of learning activities.

These studies were conducted in schools and universities. The use of this method in the teaching of German in secondary schools and higher education institutions has shown a significant increase in the number of students who are well versed in the teaching materials (Figure 1).

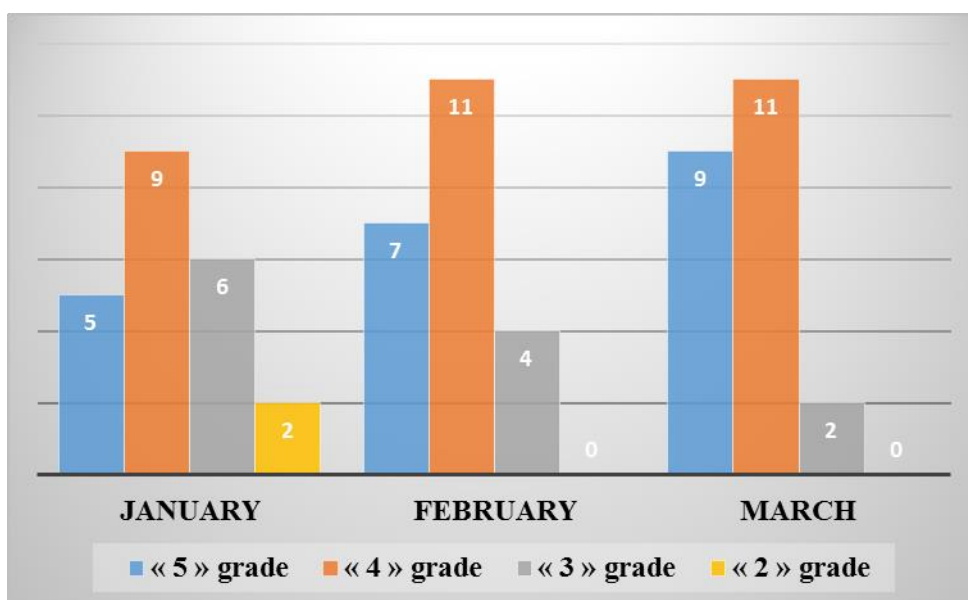


Figure 1. Changes in academic performance over time with integrated German language courses.

The results of the study showed that in the first month of study, there were five students with a grade of "5", which was 22.7%, and in February and March their number was 31.8-40.9% of the number of students formed.

The number of students who received a satisfactory grade of "3" decreased from 27.3% to 9.1%.

The obtained data allow us to draw conclusions about the impact of integrated lessons in the teaching of German language on the formation and development of students' abilities, as well as to determine the dynamics and development of cognitive interests.

At the end of the study, the question "Should integrated classes be taught or not?" We conducted a survey on The students who took part in this survey were also involved in our study of changes in academic performance over time when taking integrated courses in German. Therefore, the positive and negative opinions of these students are reliable information. The survey was conducted in a confidential manner, which allowed students to express their opinions freely and without fear.

Table 1

The results of the survey on the question what "Should integrated classes be held or not?"

View student responses	Answers, pcs	Answers %
should be introduced	13	59.1 %
should not be introduced	3	13.6 %
Both cases were approved	5	22.7 %
The question was not answered	1	4.5 %

The table shows that 13 of the students, or 59.1% of the total students, asked, "Should integrated classes be taught or not?". to the question. 22.7% of students approved both cases in the question, while 4.5% did not answer the question. 5 students, or 13.6% of the students, answered the question "should not be transferred". When we determined the position of these students in the evaluation criteria, it turned out that they received an unsatisfactory grade when we conducted our research. In conclusion, they did not understand the essence of integrated lessons. This process is directly related to the pedagogical skills of the teacher who conducts these lessons, as well as the ability of the students to make individual explanations based on their ability to think.

However, it should be borne in mind that the change in the quality of the learning process in the learning process was significant in terms of changes in learning motivation and changes in the learning environment. As for the rate of formation of cognitive interests, we can talk about the gradual improvement of students.

In this context, it is possible to talk about the inadequacy of the use of a single teaching method, the importance of using different complementary methods based on the level of preparation and the formation of primary education skills.

DISCUSSION

When we discuss the results of the study, the role of integrated lessons in the education system is very high, because these lessons can be used to explain topics that are difficult for students to master by linking them to other subjective factors. As a result of this situation, we observed a positive change in the knowledge and skills of students and pupils during our research. For example, the integrated learning process has significantly improved the academic performance of students.

If we talk about the shortcomings of integrated lessons in education, in fact, there are no shortcomings of these lessons, only the factors that lead to the formation of negative perceptions of students in this lesson. This is due to the low level of knowledge of teachers, the lack of integrated lessons, and the interconnectedness of inconsistent lessons.

CONCLUSION

The role of an integrated lesson in the teaching of German is very large, as it is determined by the content of the topic, as well as the age-related psychological characteristics of children.

Analysis of the data on the level of cognitive interests showed that an increase in the number of students at the level of "comprehension" and "application" was observed during the work with the class.

As we observe the growing interest of students in science, we can see that the role of integrated lessons in education is high.

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