

RESEARCH ARTICLE

Interdisciplinary Interconnection in Training Children in Need of Long-Term Treatment

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Abstract

This article analyzes the issues of organizing interdisciplinary connections in the process of educating children in need of long-term treatment from a scientific and pedagogical perspective. It also highlights the importance of an integrative approach in the process of educating children with health-related limitations, its role in increasing educational effectiveness, and its pedagogical possibilities. It is argued that an educational process organized on the basis of interdisciplinary connections serves to support the psychological state of children, as well as to develop their knowledge, skills, and abilities.

KEYWORDS

Inclusive education, interdisciplinary integration, long-term treatment, pedagogical approach, educational effectiveness, children with health limitations.

INTRODUCTION

In the modern education system, ensuring the right to education of children who are forced to undergo long-term treatment due to their health is one of the important pedagogical and social issues. Such children are often forced to receive education in a hospital or home environment. As a result, there are interruptions in their educational process, and the process of systematic acquisition of knowledge is complicated. Therefore, it is necessary to use integrative and flexible pedagogical approaches to effectively organize the educational process in teaching such children.

Interdisciplinary connection is one of such effective approaches, which allows for the assimilation of knowledge in a holistic manner by introducing meaningful connections between different disciplines into the educational process. Such an approach is especially important for children in need of long-term treatment, because it serves to master more

content in a short time, connect knowledge with real life, and organize the educational process in an interesting way.

LITERATURE ANALYSIS

The issue of educating children in need of long-term treatment is widely studied as one of the current scientific problems in modern pedagogy and special pedagogy. This problem is directly related, first of all, to ensuring the right to education of children with health-related limitations, and to promoting their socialization and personal development. Therefore, the pedagogical, psychological and methodological foundations of working with such children have been studied in the scientific literature from various aspects.

In pedagogical theory, the concept of interdisciplinary connection is interpreted as one of the important didactic principles that serve to form a holistic system of knowledge in

students through the integration of educational content. Researchers note that interdisciplinary integration contributes to a deeper assimilation of educational material, the application of knowledge in various situations, and the development of students' logical thinking [1, p. 45]. This approach allows optimizing the educational process, especially for children who cannot participate in the regular educational process due to their health.

Scientific sources emphasize the importance of an individual approach, flexible curricula, and integrative pedagogical technologies in teaching children with health limitations. According to experts, in conditions of long-term treatment, children may experience a decrease in interest in educational activities, psychological stress, and social isolation. Therefore, harmonizing the content of different subjects in the educational process serves to increase students' motivation [2, p. 67].

The effectiveness of the integrative education approach has also been widely covered in studies in the field of special pedagogy. Scientists have noted that lessons organized on the basis of interdisciplinary connections have a positive effect on students' holistic perception of knowledge, understanding of the relationships between different disciplines, and the development of creative thinking skills [3, p. 52]. This is especially important for the intellectual development of children undergoing long-term treatment.

Some studies have also analyzed the specific features of the educational process organized in a hospital or home setting. According to them, in such conditions, training sessions should be organized in a short period of time, but in a content-rich and interesting way. Interdisciplinary integration is considered an effective tool for achieving this task, since it allows covering elements of several disciplines within one lesson [4, p. 38].

The psychological aspects of integrative education are also separately considered in scientific sources. Researchers emphasize that the educational process, organized on the basis of interdisciplinary connections, helps to increase cognitive activity in children, develop independent thinking, and form a positive attitude towards educational activities [5, p. 74]. This is an important pedagogical factor for children who have been absent from the educational process for a long time due to health reasons.

The analyzed scientific literature shows that the use of interdisciplinary connections in the education of children in

need of long-term treatment is one of the important pedagogical approaches that serve to increase the effectiveness of education. At the same time, improving practical methodological developments in this area, developing integrative lesson models, and creating pedagogical technologies adapted to the special educational environment remain one of the urgent scientific tasks.

METHODOLOGY

In the process of this research, scientific and methodological approaches were used to identify the pedagogical possibilities of interdisciplinary connections in the education of children in need of long-term treatment. The methodological basis of the research was modern pedagogy, special pedagogy, and inclusive education theories.

During the research, methods of analysis, comparison, and generalization of scientific literature were used. Also, in order to identify the specific features of the educational process organized in conditions of long-term treatment, pedagogical observation and analysis of existing methodological experiences were used.

In order to highlight the pedagogical effectiveness of training sessions organized on the basis of interdisciplinary connections, a systematic approach was used, the principles of integrative education and the concept of person-centered education were used. These methodological approaches made it possible to effectively organize the educational process of children in need of long-term treatment and scientifically substantiate the pedagogical significance of interdisciplinary integration.

RESULTS

Interdisciplinary connections are one of the important didactic principles that ensure the assimilation of knowledge as a holistic system by harmonizing the content of different disciplines in the educational process. This approach allows students to understand the relationship between the concepts, phenomena and processes studied within different disciplines. As a result, knowledge does not fragment, but is formed into a single system, and students' logical and analytical thinking develops.

In pedagogical theory, interdisciplinary connections are interpreted as a means of ensuring the integration of educational content, the systematic nature of knowledge, and the relevance of educational material to life. Identifying

meaningful connections between different disciplines and using them in the learning process helps students develop a broad worldview. As a result of this approach, students learn to apply the knowledge gained in one discipline to other disciplines, which increases the strength and practical significance of knowledge.

Interdisciplinary connections are also considered an important pedagogical tool that serves to increase the effectiveness of the educational process. The study of educational material in harmony with different disciplines allows students to understand knowledge more deeply and relate it to real-life situations. At the same time, such an approach helps to reduce repetition in the learning process, save study time, and enrich the content of educational material.

Interdisciplinary integration also plays an important role in developing students' creative thinking. In the process of understanding the connection between different disciplines, students acquire the skills to analyze problem situations, generalize knowledge from different sources, and draw new conclusions. This helps them to think independently, solve problems, and form scientific thinking.

Interdisciplinary connections are of particular pedagogical importance in the process of educating children in need of long-term treatment. Such children often cannot fully participate in lessons due to their health condition, or the educational process is organized within a limited time frame. Therefore, the integrated presentation of educational material allows for a more effective organization of the educational process. By combining elements of several disciplines in one lesson, students have the opportunity to master a wider range of knowledge in a short time.

DISCUSSION

The process of educating children in need of long-term treatment differs from traditional forms of education in some of its pedagogical and organizational aspects. Such children are often forced to receive education in a hospital or home environment, which requires flexibility in organizing the educational process, restructuring the educational material, and adapting teaching methods to the individual needs of the child. Therefore, when working with this category of students, the teacher must comprehensively take into account the didactic, psychological, and social aspects of the educational process.

During long-term treatment, children's physical condition,

emotional experiences, and psychological stability may change. Medical procedures, examinations, and health-related restrictions during treatment directly affect the organization of educational activities. Therefore, lessons should be planned in accordance with the child's health status, and the educational load should be organized in such a way as not to cause excessive stress. It is important that the volume of educational material, the level of complexity, and the duration of classes are determined in accordance with the individual capabilities of the child.

Ensuring the continuity of the educational process in conditions of long-term treatment is also one of the important pedagogical tasks. Such children may be excluded from the general educational process for a certain period, which creates difficulties in the process of mastering the curriculum. Therefore, when planning the educational process, it is necessary to select the most important and basic aspects of the educational material, present it in a rich, but understandable and concise form. This approach helps students to systematically assimilate knowledge.

Children undergoing treatment also have an increased need for psychological support. They may often feel isolated from their peers, have a narrow social environment, or feel restricted. Therefore, it is important to use interesting and motivating methods in the educational process. Creative tasks, game elements, and interactive activities help increase students' interest in learning and support their psychological stability. An individual approach is of particular importance in teaching this category of children. Since each child has different health conditions, psychological characteristics, and learning opportunities, the educational process must be organized individually. The teacher must take into account the child's individual capabilities when selecting educational material, developing tasks, and assessing them.

The use of modern information and communication technologies is one of the important pedagogical tools in the education of children in need of long-term treatment. Through distance learning platforms, electronic educational materials and interactive resources, students have the opportunity to actively participate in the educational process. This serves to organize their learning process more effectively.

In the process of educating such children, cooperation between teachers, parents and medical staff is of great importance. Constant exchange of information about the child's health status, treatment process and psychological

needs helps to organize the educational process correctly. Through such cooperation, it is possible to organize the educational process in accordance with the individual needs and capabilities of the child.

The process of educating children in need of long-term treatment requires a special pedagogical approach. The flexibility of the educational process, an individual approach, psychological support and the use of modern pedagogical technologies have a positive effect on expanding the opportunities for such students to learn and their personal development.

Interdisciplinary integration is one of the important pedagogical approaches that serves to increase the effectiveness of the educational process. This approach helps students form knowledge as a holistic system by ensuring the content connection between different subjects. As a result, students have the opportunity to connect the knowledge gained within individual subjects, generalize it, and apply it in different situations. This is an important factor in increasing the effectiveness of the educational process.

An educational process organized on the basis of interdisciplinary integration activates students' cognitive activity. The mutual integration of the content of different subjects encourages students to understand the subject more broadly and deeply. Students have the opportunity to analyze a concept or phenomenon studied within one subject from the perspective of another subject. This serves to develop their analytical and logical thinking skills.

Another important aspect of interdisciplinary integration is related to enriching the content of educational material and increasing its vital significance. By showing the connections between different disciplines, students begin to understand the connection of the knowledge being studied with real life. Such an approach makes the educational process more meaningful and interesting and increases students' interest in educational activities.

Interdisciplinary integration also has a positive effect on the development of students' creative thinking. At the intersection of different disciplines, students have the opportunity to analyze problem situations, summarize knowledge obtained from different sources, and draw new conclusions. Such a process serves to develop students' independent thinking, form scientific thinking, and increase their intellectual potential.

Interdisciplinary integration also helps to reduce repetition in the educational process. By studying certain concepts or topics that are repeated in different disciplines in an integrated manner, educational material can be presented in a more systematic and concise form. This allows for effective organization of learning time and greater attention to the main aspects of the educational material.

Interdisciplinary integration is especially important in the process of teaching children who need long-term treatment. Such children often receive education in conditions of limited time and opportunities. Therefore, by presenting educational material in an integrated manner, it is possible to master more content in a short time. Combining elements of several disciplines in one lesson helps to organize the learning process of students more effectively.

Lessons organized on the basis of interdisciplinary integration, in addition to increasing students' interest in educational activities, also have a positive effect on their psychological state. The combination of different types of activities prevents lessons from becoming monotonous and boring. This allows you to maintain students' attention longer and involve them in the active learning process.

Interdisciplinary integration helps to connect students' knowledge with practical activities. Students gain a deeper understanding of the content of the acquired knowledge by applying it in different situations. As a result, the learning process is not limited to the acquisition of theoretical knowledge, but also serves to develop students' practical skills and competencies.

Interdisciplinary integration is an important pedagogical tool for increasing the effectiveness of education, which helps students to systematically acquire knowledge, develop logical and creative thinking, and organize the educational process in a rich and interesting way. This approach can also yield effective results in the education of children in need of long-term treatment, as it allows for a more flexible, effective and meaningful organization of the educational process.

CONCLUSION

Education of children in need of long-term treatment is one of the important and responsible areas of the modern education system. Since the health status, psychological characteristics, and educational opportunities of such children are unique, it is necessary to use flexible and effective pedagogical approaches in organizing the educational process. From this

perspective, an educational process organized on the basis of interdisciplinary connections makes it possible to effectively organize the learning process of this category of students.

Interdisciplinary integration helps to master the educational material in a holistic and systematic way and serves to develop students' logical, analytical and creative thinking skills. Through the integration of the content of different disciplines, students understand the interrelationship of the knowledge being studied and have the opportunity to apply it in practical activities. This has a positive effect on the organization of the educational process in terms of content and interest in students' educational activities.

Ensuring the continuity of the educational process in the context of long-term treatment, properly organizing the educational load and supporting the psychological state of students is one of the important pedagogical tasks. Lessons organized on the basis of interdisciplinary connections allow presenting the educational material in a concise, understandable and content-rich form. This helps students effectively master knowledge even in conditions of limited time and opportunities.

Interdisciplinary integration serves to ensure the flexibility of the educational process, to adapt the content of education to the individual needs and capabilities of the child. Such an approach has a positive effect on increasing the cognitive activity of students, developing their independent thinking, and actively engaging in the educational process.

The use of interdisciplinary connections in the education of children in need of long-term treatment serves to increase the effectiveness of the educational process, systematically develop students' knowledge, and support their personal and intellectual development. This approach makes it possible to organize the educational process more effectively, meaningfully, and in accordance with the individual needs of students.

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