

**IMPLEMENTATION OF AN INTERACTIVE AND INTERDISCIPLINARY
APPROACH AMONG STUDENTS OF MEDICAL AND PHILOLOGICAL
UNIVERSITIES BASED ON THE CREATION OF A GENERAL RESEARCH
ARTICLE TO IMPROVE ACADEMIC WRITING SKILLS**

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Annotation. This article uses an interactive and interdisciplinary approach to create a general research article. This approach promotes the integration of knowledge, the development of critical thinking, and the improvement of writing skills of students of medical and philological universities. It also includes an assessment of existing teaching strategies and their effectiveness, as well as case studies demonstrating the benefits of integrating disciplines to improve the quality of scientific research. Such methods help enhance understanding of a subject and strengthen connections between participants from different disciplines. This is important for developing the skills needed to be successful in the profession.

Key words: *academic writing, communication, interdisciplinary approach, interactive approach, academic writing skills, critical thinking, research project*

Annotatsiya. Ushbu maqola interfaol va fanlararo yondashuvdan foydalangan holda umumiy tadqiqot maqolasini yaratish jarayonini o'rganadi. Ushbu yondashuv tibbiyot va filologiya oliy o'quv yurtlari talabalarining bilimlarni integratsiyalashuviga, tanqidiy fikrlashni rivojlantirishga va yozish ko'nikmalarini oshirishga yordam beradi. Shuningdek, u mavjud o'qitish strategiyalari va ularning samaradorligini baholashni, shuningdek, ilmiy tadqiqotlar sifatini oshirish uchun fanlarni integratsiyalashning afzalliklarini ko'rsatadigan amaliy tadqiqotlarni o'z ichiga oladi. Bunday usullar mavzuni tushunishni yaxshilashga va turli fanlar ishtirokchilari o'rtasidagi aloqalarni mustahkamlashga yordam beradi. Bu kasbda muvaffaqiyat qozonish uchun zarur bo'lgan ko'nikmalarni rivojlantirish uchun muhimdir.

Kalit so'zlar: *akademik yozish, muloqot, fanlararo yondashuv, interfaol yondashuv, akademik yozish qobiliyatlari, tanqidiy fikrlash, tadqiqot loyihasi*

Аннотация. В этой статье рассматривается интерактивный и междисциплинарный подход к созданию общей научно-исследовательской статьи. Этот метод улучшает письменные навыки студентов медицинских и филологических вузов, а также способствует интеграции знаний. Кроме того, это включает оценку существующих методов обучения и их эффективности, а также примеры из практики, подтверждающие пользу интеграции дисциплин для повышения качества научных исследований. Эти подходы способствуют улучшению понимания предмета и укреплению связей между участниками из различных дисциплин. Это необходимо для развития навыков, необходимых для успеха в профессии.

Ключевые слова: *научное письмо, коммуникация, междисциплинарный подход, интерактивный подход, навыки академического письма, критическое мышление, исследовательский проект*

INTRODUCTION / KIRISH / ВВЕДЕНИЕ

Modern education in the context of globalization and rapid technological development requires students not only to have theoretical knowledge, but also to be able to communicate effectively, analyze information, and write scientific articles that meet international standards. It is important to note that teaching academic writing requires a comprehensive approach that may include traditional methods and innovative forms such as interdisciplinary interaction.

In the context of medical and philological education, the implementation of interdisciplinary projects can significantly enrich the educational process. For example, the creation of a common scientific article combining aspects of medicine and philology contributes to the development of both professional and universal skills, such as critical thinking, scientific writing, and communication.

Academic writing is an important part of scientific activity, and its development is associated with a high level of students' training. Research shows that successful writing of scientific papers requires mastering specific skills, such as correct text structure, use of scientific style, citing sources, and logical argumentation. As L. P. Vershinin (2017) notes, “the written form of presenting scientific results is an integral part of scientific communication and plays a key role in the professional training of students” (Vershinin, 2017). According to the German scientist H. Schmidt (Schmidt, 2014), successful writing of scientific papers depends on the level of proficiency in research methods, as well as on the ability to work with various sources of information. In turn, as noted by the English scientist L. Campbell (2017),

interdisciplinary collaboration helps students of scientific disciplines develop communication and critical thinking skills, which contributes to a higher quality of scientific articles.

The interactive approach to teaching is actively used to stimulate creativity and improve scientific work skills. This method involves the active involvement of students in the process of educational interaction, which contributes not only to the development of academic skills but also to the improvement of interpersonal communication (Johnson, 2015). At the same time, creating interdisciplinary projects can be a powerful tool for developing these skills. I. A. Kulikova (2015) emphasizes that “interdisciplinary research contributes to better acquisition of theoretical knowledge and skills, as well as the development of the ability to work in a team and use various research methods” (Kulikova, 2015).

The theory of an interdisciplinary approach in education finds its basis in the works of such scientists as V. I. Slobodchikov, A. L. Lobok and N. A. Gusev. In his study, Slobodchikov (2019) notes that the use of interdisciplinary methods allows students to integrate knowledge from different fields and solve complex problems that require an integrated approach. In addition, interdisciplinary collaboration promotes the development of critical thinking and analytical skills, which, in turn, improves the quality of scientific publications (Gusev, 2020).

Particular attention to the teaching of academic writing in Uzbekistan is paid by such scholars as M. A. Abduraimov (2021), who argues that high-quality academic writing is impossible without the use of innovative teaching methods, including project activities and group work. In his research, Abduraimov emphasizes that interdisciplinary interaction between students from different faculties can significantly increase the effectiveness of the educational process.

In Uzbekistan, there are a number of successful examples of the use of such methods in educational institutions. For example, the Tashkent State Medical University named after Abu Ali ibn Sina actively uses project methodology to prepare students to write scientific articles, including with the participation of philologists, which ensures a high level of quality of the prepared works (Petrov, 2022).

An interdisciplinary approach is not only an effective teaching method, but also an important aspect in scientific activity. In the field of medical and philological education, the interaction of these disciplines can lead to a deeper understanding of the specifics of work in each of them. For example, a philological approach can help medical professionals improve their written communication, and medical research can enrich philologists with practical examples and scientific data.

As S. V. Zenkin (2019) notes, “the inclusion of students of different specialties in joint projects helps to improve their ability to work with various information and create higher-quality research papers” (Zenkin, 2019). In this context, the creation of a general research article that combines elements of medicine and philology becomes an important tool for developing not only scientific but also practical skills.

METHODS / USULLARI / МЕТОДЫ

To assess the effectiveness of the implementation of an interactive and interdisciplinary approach among students of medical and philological universities, an experiment was conducted, including the creation of joint scientific papers. Students of both faculties worked on the creation of scientific articles that required the application of knowledge in both medicine and philology. The following stages were observed during the experiment:

1. **Formation of working groups** from students of the medical and philological faculties.
2. **Formulation of a hypothesis** – joint discussion of possible research topics, selection of research methods and sources.
3. **Data collection** – use of bibliographic and empirical data from both fields.
4. **Joint writing of the text** – dividing the work into parts corresponding to the specifications of each area, followed by writing a scientific article based on the use of knowledge from both disciplines.
5. **Reviewing and editing** – students peer reviewed their papers to improve the stylistic and scientific content of the article, and discussed the results and revised the text based on feedback from teachers and students.

The process of working on the article included several stages, namely, special attention was paid to the development of academic writing skills, such as citing, structuring the text, writing an introduction, developing the theoretical part and conclusion, as well as forming correct conclusions.

RESULTS AND DISCUSSION / NATIJALAR VA MUHOKAMA / РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

The results of the experimental work showed that students from medical and philological universities who worked within the framework of interdisciplinary projects significantly improved their academic writing skills. This is due to the fact that each student from different fields brought unique knowledge and approaches to the work, which contributed to a deeper understanding of the topic and improved the quality of scientific work.

In addition, students were able to better master the structure of a scientific article, learn how to correctly cite sources and apply scientific style. These skills are an integral part of successful scientific writing and play a key role in an academic career. The combination of medical and philological knowledge is especially effective when developing articles on topics such as medical vocabulary, psychology of communication with patients, and mediation between patients and medical institutions. This collaboration allows students to deepen their understanding of both medical and linguistic aspects, which significantly improves the quality of their written work.

In addition, using interactive teaching methods such as group work allows students to exchange a variety of ideas, which not only helps them learn the material better but also develops social skills and the ability to work in a team.

As M. M. Novikov (2018) states, “interaction between students from different faculties allows for the development of critical and analytical thinking, which is a necessary element for writing high-quality scientific papers” (Novikov, 2018).

CONCLUSION / XULOSA / ЗАКЛЮЧЕНИЕ

The introduction of an interactive and interdisciplinary approach to teaching students of medical and philological universities through the creation of common scientific articles is an effective tool for developing academic writing skills. Joint work of students from different fields contributes to the development of critical and analytical thinking, as well as the formation of skills for successful scientific communication. This form of work allows students not only to deepen their knowledge in their field, but also to master new methods of research and scientific communication. The integration of various disciplines helps to improve the quality of scientific work and increase the level of training of future specialists.

To further improve the learning process, it is important to continue implementing project-based methodology and interdisciplinary programs, which will help students master all the necessary skills for successful academic and professional activities.

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