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INTERDISCIPLINARY INTEGRATION  
AS A PEDAGOGICAL BASIS FOR FORMING CITIZENSHIP QUALITIES

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VƏTƏNDAŞLIQ KEYFİYYƏTLƏRİNİN FORMALAŞMASI ÜÇÜN  
PEDAQOJİ ƏSAS KİMİ FƏNLƏRARASI İNTEQRASIYA

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МЕЖДИСЦИПЛИНАРНАЯ ИНТЕГРАЦИЯ КАК ПЕДАГОГИЧЕСКАЯ ОСНОВА  
ФОРМИРОВАНИЯ ГРАЖДАНСКИХ КАЧЕСТВ

**Abstract.** The article is devoted to the study of the scientific and pedagogical foundations of subject changes in the improvement of citizenship changes. Depending on the educational process, the worldview of education, the formation of a complex approach to social phenomena and the formation of a civic consciousness in the educational pedagogical environment. The methods used in the article include analytical analysis, psychological approach, pedagogical discovery, and systematization of scientific literature, which allowed for a scientifically substantiated investigation of the problem.

**Keywords:** citizenship qualities, interdisciplinary integration, English language subject, higher education, citizenship education

**Xülasə.** Verilmiş məqalə tələbələrdə vətəndaşlıq keyfiyyətlərinin təkmilləşməsində fənlərarası inteqrasiyanın elmi-pedaqoji əsaslarının araşdırılmasına həsr olunmuşdur. Təlim prosesində fənlərarası inteqrasiyanın tətbiqi tələbələrin dünyagörüşünün artırılmasına, sosial hadisələrə kompleks yanaşma bacarığının formalaşmasına və vətəndaşlıq şüurunun inkişafına əlverişli pedaqoji mühit yaradır. Məqalədə metodlar olaraq, analitik təhlil, müqayisəli yanaşma, pedaqoji müşahidə və elmi ədəbiyyatın sistemləşdirilməsi üsullarından istifadə olunmuşdur ki, bu da problemin elmi cəhətdən əsaslandırılmış şəkildə araşdırılmasına imkan yaratmışdır.

**Açar sözlər:** vətəndaşlıq keyfiyyətləri, fənlərarası inteqrasiya, ingilis dili fənni, ali təhsil, vətəndaşlıq tərbiyəsi

**Аннотация.** Данная статья посвящена исследованию научно-педагогических основ междисциплинарной интеграции в совершенствовании гражданских качеств студентов. Применение междисциплинарной интеграции в процессе обучения создаёт благоприятную педагогическую среду для расширения кругозора студентов, формирования у них способности к комплексному подходу к социальным явлениям и развития гражданского сознания. В статье в качестве методов использованы аналитический анализ, сравнительный подход, педагогическое наблюдение и систематизация научной литературы, что позволило обоснованно исследовать данную проблему с научной точки зрения.

**Ключевые слова:** гражданские качества, междисциплинарная интеграция, английский язык, высшее образование, гражданское воспитание

### **Introduction.**

In the modern higher education system, not only the acquisition of professional knowledge by students, but also the formation of citizenship qualities is an important scientific and pedagogical problem. The processes of globalization and social transformation give new content and functions to the concept of citizenship. In these conditions, the training of socially responsible and legally aware young people is a priority task for higher education institutions. The purposeful development of citizenship qualities requires strengthening the educational potential of the learning process. Interdisciplinary integration is considered an effective pedagogical mechanism for realizing this potential. The interaction of various subjects forms the ability to think systematically and analytically in students. This approach allows for the understanding of the concept of citizenship in a real social context. The role of humanitarian subjects, especially foreign languages, in this process is increasingly increasing. The subject of English is of particular relevance due to its intercultural and communicative nature. Through this subject, students become familiar with international socio-political processes. This creates conditions for the formation of their global and national citizenship consciousness. In modern times, the promotion of human rights and democratic values is one of the main directions of higher education. Teaching these values on the basis of interdisciplinary integration increases the effectiveness of training. Organizing the English subject on the basis of integrative content allows for the development of critical thinking. Thus, the study of the topic is relevant from the point of view of modern educational science.

### **Methodology.**

The methodological basis of the study is the systematic, personality-oriented and competency-oriented approaches of modern pedagogical science. In the research process, the theoretical provisions of civic education, interdisciplinary integration and foreign language teaching were considered in mutual unity. The theoretical and methodological basis of the study was formed based on the analysis of local and foreign pedagogical, psychological and methodological literature.

In the study, the essence, structural components and pedagogical functions of interdisciplinary integration were determined through the analytical analysis method. Based on the comparative approach method, the capabilities of various subjects, especially the English subject, in the formation of citizenship qualities were analyzed in a comparative manner. A systematic approach has allowed us to reveal the interrelationships between the goal, content, method, and outcome components of the process of forming citizenship qualities in students.

### **Theoretical and methodological foundations of interdisciplinary integration**

Interdisciplinary integration is considered in pedagogical science as the main didactic principle applied in order to activate the cognitive activity of students through the systematization of the content of training and the interconnection of scientific knowledge, and this principle emphasizes not only the function of training to transfer knowledge, but also its developmental role in terms of social, cultural and moral values. The interactive presentation of categories, concepts and theoretical ideas of various disciplines, the integration of training materials with real social and historical contexts allow students to form a holistic worldview and develop their analytical, systematic thinking skills. This approach is not limited to theoretical preparation, but also focuses on students' practical activities, demonstrating a public position and expressing their attitude to social problems, which increases the quality of civic education. Interdisciplinary integration serves to develop legal literacy, social responsibility, respect for national and universal values, democratic thinking and social adaptation skills in students by ensuring the interaction of social sciences, history, law, political science, sociology and humanitarian subjects, especially philosophy and cultural studies. This approach allows students to understand the concept of citizenship not as an abstract category, but as a dynamic process manifested in real social practice, and forms an attitude towards social phenomena in their daily lives. Analysis of theoretical literature shows that interdisciplinary integration develops not only the interaction of knowledge, but also students' cognitive and meta-cognitive skills, problem-oriented and research activities. This process creates conditions for

students to comparatively analyze social and cultural problems at the local and global levels and form an objective, responsible position.

The methods applied through interdisciplinary integration, project-based activities, debates, situational tasks, problem solving, scientific observation and analysis, strengthen students' comprehensive intellectual development, social activism and critical thinking. This approach serves the systematic nature of the pedagogical process, the interaction of the goals, content and results of training, and acts as a bridge between students' academic knowledge and social values. Interdisciplinary integration develops students' communicative skills, allows for the practical application of lexical and terminological knowledge of various subjects, and as a result, simultaneously forms their professional and social competencies.

In the context of civic education, this approach ensures the assimilation of legal knowledge, increased social and public responsibility, the formation of tolerance, multiculturalism and ecological thinking. Young people must understand that a true citizen is someone who actively defends the society to which they belong, contributes to its development, and serves it. A worthy citizen is not only aware of their rights, but also protects them, stands against injustice, bears responsibility for the homeland—its past and future—and possesses political and legal culture [1]. Interdisciplinary integration strengthens students' objective approach to global problems, including social justice, human rights, environmental and democratic issues, and creates conditions for creative and research-oriented training. This approach develops students' decision-making skills in various social and cultural contexts, increases their level of preparation for future social activity, and ensures the integration of academic knowledge into the practical sphere. Teachers present lesson topics in a comprehensive manner, link concepts and tasks in different subjects, and strengthen students' analysis, synthesis, and evaluation skills, which allows them to form their social positions, understand global and local citizenship values, and express their attitude to ethical and legal issues

(4, pp. 30-35).

As a result, interdisciplinary integration becomes an effective tool for ensuring the personality-oriented, social, and value-oriented development of students in both the theoretical and practical spheres of the pedagogical process. This approach, in addition to ensuring that training is purposeful and systematic, develops students' analytical and critical thinking, and allows them to evaluate problems from different perspectives. Interdisciplinary integration ensures that training is conducted in accordance with the requirements of modernization and reform, the application of innovative models in the direction of civic education in higher education, and the improvement of teachers' pedagogical skills. This approach, along with the assimilation of information by students, systematizes their social and cultural knowledge, broadens their worldview, and increases their socio-political activity.

#### **The integrative potential of the English subject in civic education**

The English subject not only serves to develop communicative skills, but also strengthens students' intercultural communication skills, creates conditions for them to understand global problems and master the concept of international citizenship. Through this subject, students study the social, cultural and legal systems of different countries in a comparative manner, develop their analytical and objective thinking abilities, and also strengthen their decision-making skills in various social and cultural contexts. Teaching citizenship topics based on interdisciplinary integration activates students' attitudes towards global and national socio-political processes, creates conditions for the formation of their social positions and increasing their sense of responsibility. Concepts such as human rights, democratic institutions, civil society, social justice, ecological responsibility, tolerance and multiculturalism are taught through authentic texts, international documents, mass media materials and academic resources, which simultaneously develops students' language and socio-communicative skills.

Project-based activities in English lessons allow students to investigate specific social problems and discuss them within a group. By presenting their results in a foreign language, students demonstrate both their communication

skills and civic responsibility on a practical level. Problem-oriented tasks involve students in conducting critical analysis of current social, legal and environmental issues, proposing alternative solutions and developing decision-making skills. Debates and discussions strengthen students' skills in expressing their opinions clearly, presenting arguments and discussing each other, and help clarify their social positions, develop democratic thinking and form collective action skills. Role-playing games prepare students to master various social and legal roles, analyze situational problems and make responsible decisions. Situational tasks test students' decision-making and problem-solving skills in a real-life context, ensuring practical application of their knowledge (3, pp. 27-32).

The application of interactive and integrative methods in English lessons increases students' social empathy, tolerance, respect for multicultural values and social activism skills. These methods create conditions for the simultaneous development of both their academic and socio-economic skills and shape students as independent, objective citizens. Interdisciplinary integration ensures the development of important citizenship qualities in students, such as an objective approach to global and national problems, respect for social justice and human rights. This approach also stimulates students' critical and analytical thinking, creative thinking and problem-solving skills.

Integrative projects in the English language subject allow students to comparatively analyze global processes, learn the concepts of citizenship in different cultures and understand the relationship between national and international citizenship values. Project and problem-oriented activities develop students' collective decision-making and cooperation skills, as well as constructive communication skills within a group. Debates strengthen students' argumentation and critical thinking skills, help them evaluate different positions comparatively and form an objective position. Discussions increase students' social empathy and tolerance skills, and allow them to communicate effectively in different social and cultural contexts. Role-playing games allow students to master various social roles, make

decisions with a sense of responsibility and improve their social behavior (5, pp. 19-26).

Situational tasks test students' real-life skills, encourage them to analyze problems and propose creative solutions. These methods shape students' social positions, strengthen their objective view of legal and ethical issues, and increase their social participation skills. The application of interactive and integrative methods in English lessons simultaneously develops students' academic knowledge, as well as social and civic skills, ensuring that learning is purposeful, person-oriented, and competency-based. As a result, the integrative potential of the English subject makes a significant scientific and pedagogical contribution to the formation of students' global and national citizenship awareness, the development of social responsibility and democratic thinking, as well as the improvement of their analytical and creative skills.

#### **Application of integrative learning methods and pedagogical opportunities**

One of the main factors ensuring the effectiveness of interdisciplinary integration in the formation of citizenship qualities is the purposeful and systematic application of modern learning methods, since approaches that only transmit knowledge do not have a sufficient impact on the development of students' social and civic positions. In modern pedagogical practice, integrative methods such as project-based learning, problem-oriented learning, debates, discussions, role-playing games and situational tasks ensure the active participation of students, develop their critical thinking, decision-making skills and social positions. Project-based learning allows students to investigate real social problems, discuss them within a group and present creative solutions, which serves the simultaneous development of both academic and social competencies [6, pp. 120-123].

Problem-oriented learning involves students in the analysis of specific social, legal and environmental issues, strengthens their analytical and comparative thinking and creates conditions for the formation of decision-making skills. Debates and discussions improve students' ability to express opinions, present arguments and discuss ideas, help clarify their social position, form a democratic mindset and

develop collective action skills. Role-playing games and situational tasks teach students to master various social and legal situations, make decisions in real life and act with a sense of responsibility. Today's youth represent a harmonious fusion of the modern and the traditional. They embrace global experiences and digital innovation while remaining rooted in the values of their ancestors – a balance that sustains Azerbaijan's unique cultural continuity in an increasingly interconnected world [7].

The combination of these methods results in students investigating specific social problems during the implementation of integrative projects in English lessons, comparative analysis of international experience and presentation of the results in a foreign language. Such an approach allows for the practical demonstration of both language skills and civic responsibility, serves both academic and social development of students and creates the basis for their personality-oriented and competency-oriented activities.

Interactive and integrative methods stimulate the development of critical thinking, creative approach and analytical skills in students, help them form a public position and strengthen a sense of social responsibility. Project and problem-oriented tasks introduce students to real social events, global and national problems, and enhance individual and collective decision-making skills. Debates allow students to analyze different opinions and positions in a comparative manner, developing multicultural and tolerant thinking. Role-playing and situational tasks strengthen students' social empathy, sense of responsibility, and decision-making skills.

Teaching methods based on interdisciplinary integration simultaneously develop students' legal literacy, social and civic skills, analytical and communicative competencies, and ensure that training is carried out not only at the theoretical but also at the practical level. Integrative projects in English lessons allow students to work with international documents, academic texts, and social problems, developing their analytical skills in global and national perspectives. This process creates conditions for the formation of students' social positions, objective approaches to legal and ethical issues. Interactive methods strengthen

students' creative thinking abilities, help them propose alternative solutions to problems, and form an objective view of global problems, human rights, and social justice [4, pp. 41-44].

Project-based activities involve students in group cooperation, collective decision-making, and the development of communication skills. Debates strengthen students' argumentation and critical thinking skills, form an independent and objective position. Discussions and role-playing games develop the values of social empathy and tolerance, and support the formation of civic consciousness. Situational tasks ensure that students are accustomed to solving real social problems and making objective decisions. This approach simultaneously develops students' academic, social, and civic skills, increasing the effectiveness of training at the academic and practical levels. As a result, integrative methods increase the social activity of students in the higher education system and create conditions for the purposeful development of their civic qualities.

**The scientific novelty of the study** lies in the fact that, based on the communicative and intercultural potential of the English language subject, the integrative development of citizenship qualities has been consistently analyzed, and the pedagogical possibilities of this process have been comprehensively addressed from theoretical and methodological perspectives.

**The relevance of the topic** is that, in the conditions of new globalization and social transformation, higher education institutions are faced with an important task of not only providing high-level competencies but also socially responsible, conscious, and active citizens. In a rapidly changing world, universities are expected to prepare graduates who can adapt to multicultural environments, engage in constructive dialogue, and contribute to democratic and inclusive societies. This requires a holistic approach to education that combines professional knowledge with civic values, ensuring that students are not only skilled specialists but also ethically aware and socially engaged individuals. The study addresses this pressing need by linking language education with broader social objectives, thereby positioning English language teaching as a powerful tool for civic development and intercultural understanding.

**The essence of the research** is defined by the possibility of utilizing the obtained results to enrich the content of the English language subject in higher education institutions with citizenship components.

This enrichment involves embedding civic themes, ethical considerations, and intercultural awareness into language curricula, thereby strengthening the educational function of teaching. The study emphasizes the creation of new teaching models based on interdisciplinary integration, where language learning is connected with disciplines such as history, sociology, and cultural studies. Such models not only enhance students' linguistic proficiency but also cultivate their civic identity, critical thinking, and social responsibility. By proposing innovative approaches to curriculum design and teaching practice, the research contributes to the modernization of higher education and ensures that language education becomes a dynamic platform for both academic and civic development.

### **Conclusion**

The conducted scientific-theoretical analysis shows that the use of interdisciplinary integration in the formation of citizenship qualities in students acts as one of the priority directions of the modern education system. Teaching the English language subject in the context of interdisciplinary integration has a significant pedagogical potential in the formation of civic consciousness, social responsibility and a way of thinking based on democratic values in students. In this regard, the purposeful enrichment of the content of the English language subject in higher education institutions with citizenship components should be considered a scientifically and pedagogically justified and promising approach.

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