

IMPLEMENTING INTERCURRICULAR CONNECTIONS IN GEOGRAPHY AND HISTORY TEACHING

Dr. Stanislava Misheva

Sofia University "St. Kliment Ohridski", **Bulgaria**

ABSTRACT

This scientific study pays detailed attention to the significance and effectiveness of implementing interdisciplinary connections in geography and history teaching. In the modern education system, which emphasizes a holistic understanding of the world, as well as the integration of knowledge from different disciplines, it is of key importance for the formation of complex skills in students. The scientific article analyzes the main theoretical propositions and empirical data on the benefits of implementing an interdisciplinary approach, focusing on the interaction between geographical and historical knowledge. Attention is paid to various methodological approaches to implementing interdisciplinary connections, including thematic lessons, project-based learning, simulations and role-playing games, which allow students to perceive events and processes in their spatio-temporal context. The presented study also emphasizes the development of critical thinking, analytical skills and students' ability to solve problems, which are a direct result of integrated learning. Particular attention is paid to the challenges facing teachers in implementing the interdisciplinary approach, such as the need for appropriate and up-to-date teaching materials, time resources and sufficiently high qualifications. Practical guidelines and strategies for the successful integration of geographical and historical science into the learning process are presented, which should lead to increased student motivation, deepening their knowledge and skills, as well as the formation of their value orientation.

Keywords: education, interdisciplinary approach, intercurricular connections, geography, history

INTRODUCTION

In today's educational paradigm, characterized by a dynamically changing society and an increasing volume of information, the need to implement an interdisciplinary approach to learning is becoming increasingly necessary. The isolated teaching of individual subjects often leads to fragmented learning, making it difficult for students to develop a holistic view of the world around them. In this sense, making cross-curricular connections becomes a key factor in improving the quality and effectiveness of the educational process. Geography and history, as two of the fundamental humanities and social sciences, are highly conducive to making cross-curricular links in education. Both sciences deal with the study of the spatial and temporal dimensions of human existence and development, complementing and enriching each other. Historical events are always observed in a particular geographical setting which influences their course and