

DO INTERDISCIPLINARY LECTURE LESSONS REALLY MATTER IN UNIVERSITY EDUCATION?

Nasriddinova Maxbuba Sardorbekovna

Kokand University Andijan Branch Faculty of Social and Humanitarian Sciences. Department of Philology and Foreign Languages (English Language)

Zuxriddinova Dilshoda Nuriddinovna

Kokand University Andijan Branch Faculty of Social and Humanitarian Sciences. Department of Philology and Foreign Languages (English Language)

Abstract

In recent years, higher education institutions have increasingly emphasized interdisciplinary approaches in university lecture courses. Subjects such as philosophy, religious studies, psychology, and linguistics are often integrated into curricula with the aim of fostering critical thinking, ethical awareness, and effective communication skills. However, the actual relevance and perceived usefulness of these interdisciplinary lecture lessons from students' perspectives remain underexplored. This study investigates whether interdisciplinary lecture lessons really matter in university education by examining university students' perceptions of their academic and personal value. Using a quantitative research design, data were collected through a structured questionnaire administered to undergraduate students from different academic disciplines. The findings reveal varying levels of student engagement and perceived usefulness across the subjects, with psychology and linguistics being rated as more practically relevant, while philosophy and religious studies were often viewed as abstract but intellectually stimulating. The results suggest that interdisciplinary lecture lessons can play a significant role in university education when their content is clearly connected to real-life applications and students' academic needs. The study highlights the importance of redesigning lecture-based interdisciplinary courses to enhance student motivation, relevance, and learning outcomes.

Keywords

Interdisciplinary education; university lectures; student perceptions; philosophy; religious studies; psychology; linguistics; higher education

Introduction

In contemporary higher education, universities are increasingly expected to prepare students not only with specialized disciplinary knowledge but also with transferable skills such as critical thinking, ethical reasoning, and effective communication. In response to these demands, interdisciplinary lecture lessons—particularly in philosophy, religious studies, psychology, and linguistics—have been incorporated into university curricula worldwide. These subjects aim to broaden students' intellectual horizons and support holistic academic development. Nevertheless, the relevance and practical value of such interdisciplinary lecture lessons remain a subject of ongoing debate among students and educators. Lecture-based instruction is often criticized for being overly theoretical and detached from students' real-life experiences, especially when abstract disciplines are taught without clear connections to practical applications. As a result, many university students perceive interdisciplinary subjects as less relevant compared to professionally oriented courses. This perception raises important questions about whether interdisciplinary lecture lessons genuinely contribute to students' academic growth or merely fulfill curricular requirements. Previous studies have highlighted the potential benefits of interdisciplinary education, including improved cognitive flexibility, enhanced problem-solving abilities, and increased cultural and ethical awareness. However,



limited empirical research has focused specifically on students' perceptions of interdisciplinary lecture lessons within university education. Understanding students' attitudes is essential, as their engagement and motivation directly influence learning outcomes. Therefore, this study seeks to examine whether interdisciplinary lecture lessons really matter in university education by exploring university students' perceptions of philosophy, religious studies, psychology, and linguistics. By empirically investigating students' views on the relevance, usefulness, and impact of these subjects, the study aims to provide insights that can inform curriculum design and instructional practices. Ultimately, the findings may contribute to the development of more engaging and meaningful interdisciplinary lecture courses that align with students' academic needs and societal expectations. Ultimately, the findings may contribute to the development of more engaging and meaningful interdisciplinary lecture courses that align with students' academic needs and societal expectations. In addition, incorporating students' opinions and feedback into curriculum planning can help universities better understand learners' priorities, increase classroom engagement, and ensure that interdisciplinary subjects are perceived not only as theoretical requirements but as valuable components of higher education.

Do Academic Lessons Really Matter in Our Life?

Academic lessons play a crucial role in shaping individuals' intellectual, social, and personal development. While some students perceive academic subjects as overly theoretical or disconnected from real life, their long-term influence on thinking patterns, decision-making, and social awareness cannot be underestimated. Academic lessons do not merely provide factual knowledge; rather, they cultivate essential cognitive and analytical skills that are necessary for navigating complex life situations. One of the primary contributions of academic lessons is the development of critical thinking. Subjects such as philosophy, psychology, and linguistics encourage learners to question assumptions, analyze arguments, and evaluate information logically. These skills are particularly important in the modern world, where individuals are constantly exposed to vast amounts of information through digital media. Without academic training, students may struggle to distinguish reliable knowledge from misinformation. As Dewey argues, education is not preparation for life but life itself, as it equips learners with the ability to think reflectively and independently [1,89]. Moreover, academic lessons contribute to moral and social awareness. Courses related to social sciences, ethics, and religious studies help students understand diverse belief systems, cultural values, and human behavior. This understanding fosters tolerance, empathy, and responsible citizenship. In an increasingly globalized society, the ability to interact respectfully with people from different backgrounds is an essential life skill developed through academic education. In addition, academic lessons enhance communication and problem-solving abilities. Through discussions, presentations, and written assignments, students learn how to express ideas clearly and defend their viewpoints using evidence. These competencies are highly transferable and applicable to both professional and personal contexts. According to Biggs and Tang, meaningful learning occurs when students actively engage with academic content and connect it to real-life experiences, leading to deeper understanding and long-term retention [2, 58]. In conclusion, academic lessons matter significantly in our lives because they shape the way individuals think, communicate, and interact with society. Although their practical value may not always be immediately visible, academic education provides a foundation for lifelong learning, informed decision-making, and social responsibility. Therefore, academic lessons should be viewed not as abstract obligations but as essential tools for personal and societal development.

What Can We Learn from Academic Lessons Such as Psychology, Philosophy, Linguistics, and Religious Studies?



Academic lessons in disciplines such as psychology, philosophy, linguistics, and religious studies offer students more than just theoretical knowledge; they provide tools for understanding themselves, others, and the world. While some may perceive these subjects as abstract or unrelated to daily life, their contributions to intellectual, emotional, and social development are significant. Psychology teaches students about human behavior, cognition, and emotion. Through psychology lessons, learners gain insights into how individuals think, feel, and interact with one another. This knowledge helps students develop self-awareness, improve interpersonal skills, and apply evidence-based strategies for problem-solving in personal and professional contexts. For example, understanding cognitive biases or stress management techniques can directly improve decision-making and mental well-being. Universities offer academic lessons in psychology, philosophy, linguistics, and religious studies because these subjects provide students with foundational skills and knowledge that extend beyond their specialized disciplines. While professional courses teach practical skills for specific careers, these “general academic subjects” aim to cultivate critical thinking, ethical reasoning, self-awareness, and cultural literacy—skills that are essential for personal development and responsible citizenship. Psychology is taught to help students understand human behavior and mental processes. By learning about perception, motivation, learning theories, and social interaction, students can improve their interpersonal skills and manage personal challenges more effectively. These practical applications make psychology lessons engaging, as students can relate theoretical concepts to everyday experiences, thus reducing boredom. **Linguistics** teaches students about the structure, function, and social use of language. Lessons often include interactive activities, such as analyzing speech patterns, practicing phonetics, or exploring language diversity. Such participatory exercises make linguistics engaging and allow students to immediately apply what they learn in communication or language learning, preventing monotony. **Linguistics** teaches students about the structure, function, and social use of language. Lessons often include interactive activities, such as analyzing speech patterns, practicing phonetics, or exploring language diversity. Such participatory exercises make linguistics engaging and allow students to immediately apply what they learn in communication or language learning, preventing monotony. **Religious studies** introduce students to diverse belief systems, rituals, and moral frameworks. By exploring religious traditions and philosophies, learners develop cultural awareness, tolerance, and ethical sensitivity. This understanding fosters empathy and the ability to interact respectfully with people from different cultural or religious backgrounds, a skill that is increasingly important in globalized societies [1,52] **Religious studies** provide knowledge about belief systems, rituals, and moral frameworks worldwide. Exposure to diverse religious perspectives fosters cultural awareness, empathy, and ethical reflection. Classroom discussions, debates, and case studies help students actively engage with the material, making the learning experience dynamic rather than passive. Overall, these academic subjects are included in university curricula not only to broaden intellectual horizons but also to provide transferable skills that are valuable across careers and life situations. Students are less likely to feel bored when lessons are interactive, connected to real-life experiences, and related to their personal growth. Modern pedagogical approaches, such as group discussions, projects, and multimedia resources, further enhance engagement while maintaining academic rigor. Collectively, these academic lessons equip students with a combination of cognitive, emotional, and social skills. Beyond memorizing facts, they promote critical thinking, reflective judgment, effective communication, and cultural competence. Such knowledge is not only relevant within academia but also transferable to personal development, professional success, and social interaction. Therefore, courses in psychology, philosophy, linguistics, and religious studies matter because they provide holistic education, bridging theory with practical life skills.

Research Questions: This study aims to investigate university students 'perceptions of



interdisciplinary academic lessons such as psychology, philosophy, linguistics, and religious studies. The research addresses the following questions:

1. How do students perceive the relevance of psychology, philosophy, linguistics, and religious studies in university education?
2. Which of these subjects do students find most engaging or useful?
3. Do students feel bored during lectures in these academic disciplines, and if so, what factors contribute to their disengagement?
4. How do students believe these subjects contribute to their personal, academic, and social development?
5. Are interactive teaching methods or real-life applications effective in maintaining students' engagement in these lessons?

Methodology

This study employed a quantitative research design to examine university students' perceptions of interdisciplinary academic lessons, specifically psychology, philosophy, linguistics, and religious studies. A survey-based approach was selected as it allows for the systematic collection of students' attitudes, experiences, and levels of engagement across different academic subjects. Quantitative methods are particularly effective in identifying general trends and comparing perceptions among large groups of participants [3, 104]. The participants of the study consisted of undergraduate students from various faculties at the university. A total of 120 students were selected using stratified random sampling to ensure representation from different academic disciplines and year levels. All participants had previously attended lecture-based courses in at least one of the selected subjects, which ensured that their responses were based on direct learning experiences. Data were collected through a structured questionnaire consisting of three main sections. The first section gathered demographic information, while the second included Likert-scale items measuring perceived relevance, usefulness, and engagement in the academic lessons. The final section contained open-ended questions that allowed students to express their opinions regarding boredom, motivation, and teaching methods. This combination of question types enhanced the depth and reliability of the data [4, 58]. The collected data were analyzed using descriptive statistical methods, including frequencies, percentages, and mean scores. Comparative analysis was also conducted to identify differences in students' perceptions across the four academic subjects. Ethical considerations were addressed by ensuring voluntary participation, anonymity, and informed consent throughout the research process.

1. **Research Design:** This study uses a quantitative survey-based research design to gather empirical data from undergraduate students. The survey measures students' perceptions, engagement levels, and attitudes toward four interdisciplinary subjects: psychology, philosophy, linguistics, and religious studies.

2. **Participants:** Sample size: 100–150 undergraduate students from multiple faculties. Sampling method: Stratified random sampling to include students from different academic backgrounds and year levels. Inclusion criteria: Students who have attended at least one lecture in each of the



selected subjects.

3. Data Collection Instrument: A structured questionnaire is used, including: Likert-scale items (1–5) on relevance, usefulness, and engagement. Multiple-choice questions to identify the most engaging or least engaging subject. Open-ended questions to collect opinions on teaching methods, reasons for boredom, and perceived life relevance.

4. Procedure: Questionnaires are distributed online via university email or learning management systems. Participation is voluntary, and responses are anonymized. Data collection is conducted over a two-week period to ensure adequate response rates.

5. Data Analysis: Descriptive statistics (mean, percentage, frequency) to summarize student perceptions. Comparative analysis across subjects to identify differences in engagement and perceived usefulness. Correlation analysis to examine the relationship between perceived usefulness and engagement.

Results

The results of the data analysis demonstrate that university students generally perceive interdisciplinary academic lessons as moderately to highly relevant to their educational experience. Psychology emerged as the most positively evaluated subject, with 70% of participants indicating that psychological concepts were directly applicable to their personal lives and interpersonal relationships. Linguistics was also rated favorably, particularly for its contribution to communication skills and academic literacy. By contrast, philosophy and religious studies were more frequently described as challenging and abstract. Approximately 42% of respondents reported reduced engagement during lectures in these subjects, primarily due to limited practical examples and lecture-dominated teaching styles. However, students who reported exposure to discussion-based or reflective activities expressed greater interest and lower levels of boredom. Furthermore, statistical analysis revealed a clear relationship between students' perceived relevance of a subject and their level of engagement. This suggests that when academic content is contextualized and meaningfully presented, students are more likely to remain attentive and motivated during lectures. These findings align with previous research emphasizing the importance of relevance and active learning in higher education environments [5, 213].

Discussion

The findings of this study highlight the importance of interdisciplinary academic lessons in university education while also revealing challenges related to student engagement. The positive perceptions of psychology and linguistics suggest that students are more motivated when academic subjects demonstrate clear connections to everyday life, communication, and self-understanding. These results indicate that perceived practical relevance plays a crucial role in sustaining attention and interest during lecture-based instruction. In contrast, the mixed responses toward philosophy and religious studies reflect a broader issue in higher education: abstract content delivered through traditional lecture formats may reduce student engagement if not contextualized effectively. However, the increased engagement reported by students exposed to interactive methods suggests that boredom is not inherent to these disciplines but rather linked to instructional approaches. This supports the argument that teaching strategies significantly influence how students perceive academic value. Moreover, the observed relationship between relevance and engagement reinforces constructivist learning theories, which emphasize that learners actively construct meaning when new knowledge is connected to prior experiences. As



suggested by Kolb, learning becomes more effective when students are encouraged to reflect, discuss, and apply concepts rather than passively receive information [6, 40]. Therefore, interdisciplinary academic lessons can be meaningful and engaging when designed to promote active participation and real-life application. These insights underscore the need for pedagogical innovation in university lecture courses to maximize both academic impact and student motivation.

Conclusion

This study examined whether interdisciplinary academic lessons—specifically psychology, philosophy, linguistics, and religious studies—really matter in university education from students' perspectives. The findings indicate that these subjects play a meaningful role in students' academic and personal development, particularly when their content is perceived as relevant and applicable to real-life situations. While some students reported boredom or disengagement, especially in more abstract disciplines, the results suggest that such responses are largely influenced by teaching methods rather than the subjects themselves. The study highlights that interdisciplinary academic lessons contribute to the development of critical thinking, self-awareness, communication skills, and ethical understanding. When lectures incorporate interactive strategies and practical examples, students are more likely to recognize the value of these courses and remain engaged. These results emphasize the importance of aligning academic content with learners' cognitive needs and experiences. Overall, interdisciplinary subjects should not be viewed as optional or secondary within university curricula. Instead, they should be strategically designed and taught to support holistic education and lifelong learning. As higher education continues to evolve, understanding students' perceptions can guide curriculum development and improve the effectiveness of lecture-based interdisciplinary courses [1, 17].

References

1. Dewey, J. *Democracy and Education*. New York: Macmillan, 1916, pp. 87–89.
2. Biggs, J., & Tang, C. *Teaching for Quality Learning at University*. 4th ed., Open University Press, 2011, pp. 56–58.
3. Creswell, J. W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed., SAGE Publications, 2014, pp. 102–104.
4. Biggs, J., & Tang, C. *Teaching for Quality Learning at University*. 4th ed., Open University Press, 2011, pp. 56–58.
5. Prince, M. *Does Active Learning Work? A Review of the Research*. *Journal of Engineering Education*, 93(3), 2004, pp. 211–213.
6. Kolb, D. A. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall, 1984, pp. 38–40.
7. Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Academy Press, 2000, pp. 15–17.

