



INTEGRATIVE APPROACH IN THE EDUCATION SYSTEM

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Abstract

This article analyzes the concepts of "integration", "pedagogical integration", their meaning, the problems of integration in the educational process, the means and forms of implementing integration, the effectiveness of the integrated pedagogical system. The essence of the integrative approach is revealed, the approaches of scientists to the subject, the goals, principles, functions of the integrative approach are distinguished, the tasks of integrated courses are highlighted, the components of the integrative approach are identified.

Keywords: Integration, pedagogical integration, integrative approach, principles, integrated courses, interdisciplinary connections, interdisciplinary lessons

Introduction

A modern specialist should be educated, moral, mobile, responsible, distinguished by the ability to cooperate, creatively, use an integrative approach in his activities. Integration is one of the important innovative phenomena in education. It surpasses all other phenomena in the breadth of experimental embodiment, depth of creative concept, continuity and dialectics of historical development"

1. An integrative approach is a research position in which education is considered as a process and result of pedagogical integration (interdisciplinary, intra-disciplinary, interpersonal, interpersonal)
2. Scientists interpret the integrative approach in pedagogy in different ways. I. A. Zimnaya, E. V. Zemtsova define the integrative approach as "a holistic image of a complex of objects, phenomena, processes, united by the commonality of at least one characteristic, as a result of which its new quality is created"



3. A slightly different position of V. M. Lopatkin, who considers the integrative approach as "a means of ensuring the integrity of the picture of the world; helps to develop a person's ability to think systematically in solving theoretical and practical problems"

4. The integrative approach is implemented at a technological and substantive level, the integrative approach helps to solve the following problems: ➤
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- student personality;
- forms professional competencies;
- creates psychological and pedagogical conditions for self-education, self-education,
- self-development, socialization

Socialization is "a multifaceted process that covers all areas of a person's life; a social category with a clearly defined result" and the given result is personal value orientations. The social educational environment has great potential for education and upbringing. The main principles of an integrative approach to the study of pedagogical disciplines are: subjectivity, culturality, creativity, orientation towards civic-patriotic values and value relations, synergy, self-education, dialogue of cultures, variability in the choice of means of interaction between subjects of the educational process, dialogization, feedback. The components of an integrative approach can be: organizational-methodological, activity-practical and theoretical-substantive.

The organizational and methodological component involves the integration of teaching methods (discussions, project method, moderation, deliberation, interactive games, discussions, round tables, festivals, competitions, conferences, work technologies, etc.). The activity and practical component involves the integration of forms of education that contribute to the development of critical thinking and creativity, the use of creative tasks that contribute to the formation of personally significant and professional qualities of the individual. The resource component combines the resources necessary for educational and cognitive activity (in the classroom and outside the classroom), determines the content of an integrative special course that contributes to the formation of professional competence due to its content, means, methods and techniques.



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Among the main goals of an integrative approach to the study of academic subjects, it seems important to highlight the following: the formation of civic consciousness, self-awareness of the teacher's personality, socio-legal, civic-patriotic and moral norms, knowledge; development of research, design, communicative, reflective and other skills; education of personally significant and professional qualities of the individual, etc.

The implementation of this approach involves the implementation of integration processes at four main levels of integration: interdisciplinary, intra-disciplinary, interpersonal, individual.

In education, there are always processes of integration and differentiation, which form a dialectical unity and reflect the complexity and inconsistency of the development of knowledge. Let us turn to the most general definitions of integration. In the Encyclopedic Philosophical Dictionary, "integration" is "the aspect of the development process associated with the unification of previously heterogeneous parts and elements into a single whole." Domestic teachers and psychologists turned to the idea of unifying knowledge. They analyzed the problems of integration in the educational process, the means and forms of implementing integration, the effectiveness of an integrated pedagogical system. For example, B. G. Ananiev outlined the stages of development of scientific concepts for all curricula, which allowed teachers to use these ideas in the educational process, to ensure the integrity of the educational process, "the integrity of the emotional reflection of objective reality by a person, the unity of the material world." Integration is an expression of the unity of the goals, principles and content of the organization of the educational and upbringing process, the result of which are the main competencies. In modern conditions, the integration of science and scientific knowledge is turning from a trend into an ornament. We share the point of view of V. F. Tenishchev⁵ that integration leads to an increase in the level of the educational process due to the transition to a more holistic pedagogical system. The result of integration is the competencies formed among students.

Pedagogical integration as a process is the establishment of connections between objects and relationships with the help of pedagogical means in order to achieve the final goals. A number of researchers identify the signs of the concept of



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"integration" in the educational process (integrity, interdependence, direction of the educational process). Differentiation is one of the opposite sides of the development process and is associated with the division, separation of the developing whole into parts, stages, levels. Integration and differentiation of scientific knowledge are reflected in education and training, in its content and procedural aspects. Integrative courses, training sessions are being developed. The main task of integration processes is to achieve a synergistic effect based on cooperation and collaboration, which prevails over differentiation and isolation. It is also proved that the use of information technologies in teaching students results in a result - a synergistic effect. The pedagogy course is integrative, providing connections with philosophy, psychology, sociology, history, biology, etc. The level of interdisciplinary connections includes theoretical and substantive, normative-methodological, organizational and managerial aspects. For example, integration: pedagogy with philosophy, which performs a methodological function in pedagogy; with psychology - a source of scientific substantiation of the educational process; with biology, which studies the natural properties of man (the principle of conformity to nature); with sociology, which reveals the main trends in human development; with history, which has great educational potential, and . From the point of view of the problem under consideration, the technology of conducting integrated lessons is of interest, which helps to activate cognitive activity, contributes to the socialization of the individual. So, for example, a lesson on the topic of education - the path of development of civic culture and society. Previously acquired knowledge is updated. The issue of lessons from the past for the future (the relationship of pedagogy with history) is discussed, then the problems of education in the 21st century and the tasks of educational development (energy crisis, atmospheric pollution, global climate change, organized crime, international terrorism, the increase in juvenile delinquency, etc.) - the economy, politics, ecology, law, etc. of pedagogy. The presentation of the main questions of the topic under study is carried out using Internet resources, video plots, problem situations, cognitive tasks. At the stage of consolidation - effective cooperation between teachers and students, reflexive-evaluative activities. It is necessary to rely on certain



principles and methodological rules as a necessary theoretical basis for optimizing the educational process.

The principles of an integrated approach to the formation of a worldview are: the principle of consistency, integrity, development, conditioning, positivity and permanence. Unfortunately, the possibilities of combining the content of academic disciplines, the educational potential of special, elective courses, developed taking into account new information technologies and the expansion of existing ones, have not been disclosed. The integrative approach lies in interdisciplinary connections. The use of interdisciplinary knowledge contributes to the integration of education, the harmonization of the relationship between man and nature through the assimilation of a modern scientific picture of the world.

It is important for students to comprehensively use knowledge, critically evaluate the phenomena being studied. For this, teachers need to use innovative methods and techniques, as well as select thematic materials that have educational value. Our experience has shown that teachers are opening up new opportunities for implementing interdisciplinary connections, unifying knowledge in different disciplines in the minds of students; conducting interdisciplinary lessons. The content of academic disciplines creates broad opportunities for education. For example, turning to the history of pedagogy allows you to study such basic concepts as education and training, education and upbringing, development and socialization, self-education and self-education, etc. A consistent study of the main ideas, theories, trends and problems of modern education contributes to the socialization of the individual.

In conclusion, the result of using an integrated approach in the study of pedagogical sciences is:

- optimization of the educational process;
- systematization of educational and cognitive activity;
- formation of basic competencies.

The use of an integrative approach ultimately leads to the upbringing of the individual characteristics of a citizen. Thus, integration is one of the promising methodological directions of the new education



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