



## THE ROLE AND IMPORTANCE OF AN INTEGRATED APPROACH IN THE ORGANIZATION OF EDUCATION

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**Annotation.** This article is about the importance and role of integrative approaches in education. The role of integrative approaches in the organization of education is incomparable. Integration is important for a simple and detailed explanation of the educational material to the learner. Usually, we rely on the conceptual idea that the result of the integration of academic subjects is the acquisition of subjective new knowledge, which is not formed when subjects are taught without interdependence. The process of interdisciplinary synthesis of new knowledge in the educational process is very slow, sometimes covering a period equal to several decades. During the learning process, the teacher will have to lead the student to subjective new knowledge based on previously acquired knowledge in various subjects during one or several lessons, even for a few minutes. That is, appropriate conditions should be created not for transfer of knowledge in a ready state, but for their synthesis. It is not an exaggeration to say that one of the technological methods of implementing this task is related to the transfer of knowledge from one field to another, which is the main mechanism for establishing interdisciplinary relations. It is impossible to ensure interdisciplinary communication with the student. with integrated education without personal understanding of philosophical issues. Unintelligible integration brings the process of cognition in the student's mind to an abstract state and through it to a confused conclusion.

**Key words:** approach, education, integration, integration lesson, innovative and integration pedagogical technologies, synthesis.

**Annotatsiya.** Ushbu maqola ta'limdagi integrativ yondashuvlarning ahamiyati va roli haqida. Ta'limni tashkil etishda integral yondashuvlarning o'rni beqiyos. Integratsiya o'quv materialini o'quvchiga sodda va batafsil tushuntirish uchun muhimdir. Odatda, biz o'quv fanlarining integratsiyalashuvi natijasi sub'ektiv yangi bilimlarni o'zlashtirish bo'lib, fanlar o'zaro bog'liqliksiz o'qitilganda shakllanmaydi, degan konseptual g'oyaga tayanamiz. Ta'lim jarayonida yangi bilimlarni fanlararo sintez qilish jarayoni juda sekin, ba'zan bir necha o'n yilliklarga teng davrni qamrab oladi. O'quv jarayonida o'qituvchi bir yoki bir necha dars davomida, hatto bir necha daqiqada davomida turli fanlar bo'yicha ilgari olingan bilimlar asosida o'quvchini sub'ektiv yangi bilimlarga olib borishi kerak bo'ladi. Ya'ni, bilimlarni tayyor holatda o'tkazish uchun emas, balki ularni sintez qilish uchun tegishli sharoitlar yaratilishi kerak. Bu vazifani amalga oshirishning texnologik usullaridan biri fanlararo aloqalarni o'rnatishning asosiy mexanizmi bo'lgan bilimlarni bir sohadan ikkinchisiga o'tkazish bilan bog'liq desak, mubolag'a bo'lmaydi. Talaba bilan fanlararo aloqani ta'minlash mumkin emas. falsafiy masalalarni shaxsiy tushunmasdan integratsiyalashgan ta'lim bilan. Tushunmaydigan integratsiya o'quvchi ongidagi bilish jarayonini mavhum holatga va u orqali chalkash xulosaga olib keladi.

**Kalit so'zlar:** yondashuv, ta'lim, integratsiya, integratsiya, integratsiya darsi, innovatsion va integratsiya pedagogik texnologiyalar, sintez.

**Аннотация.** В данной статье речь идет о важности и роли интегративных подходов в образовании. Роль интегративных подходов в организации образования несравнима. Интеграция важна для простого и подробного объяснения обучающемуся учебного материала. Обычно мы опираемся на концептуальную идею о том, что результатом



*интеграции учебных предметов является получение субъективных новых знаний, которые не формируются при преподавании предметов без взаимозависимости. Процесс межпредметного синтеза новых знаний в образовательном процессе идет очень медленно, иногда охватывая период, равный нескольким десятилетиям. В процессе обучения учителю придется в течение одного или нескольких уроков, пусть даже в течение нескольких минут, подводить обучающегося к субъективным новым знаниям на основе ранее полученных знаний по различным предметам. То есть должны быть созданы соответствующие условия не для передачи знаний в готовом виде, а для их синтеза. Не будет преувеличением сказать, что один из технологических приемов реализации этой задачи связан с передачей знаний из одной области в другую, что является основным механизмом установления межпредметных связей. Обеспечить межпредметную связь с учеником невозможно. при интегрированном образовании без личного понимания философских вопросов. Невнятная интеграция приводит процесс познания в сознании ученика к абстрактному состоянию и через него к путаному выводу.*

**Ключевые слова:** *подход, образование, интеграция, интеграционный урок, инновационные и интеграционные педагогические технологии, синтез.*

## Introduction

The training of qualified personnel capable of meeting modern requirements, the improvement of education and all its structures based on state requirements is one of the urgent tasks facing us. In accordance with the reforms carried out in our country, the harmonization of educational processes, training has made it possible to solve the problems of formation and formation of a creative attitude to the environment. Thus, the reforms carried out in the field of education and upbringing should serve society in accordance with this logic. At this point, the absurdity of an unconventional form of education-integration - becomes even more obvious. Because depending on the degree of integration, according to the technique of its application, it will be possible to determine the prospect of the implemented technology. Because integration is the main factor in the transition to a new qualitative state as a result of the absorption of a sufficiently pronounced, diverse content. Integration is not a mechanical unification of sciences, but an interdisciplinary synthesis, convergence, connection of individual systems and the creation of a single new thing (Constitution, 2023; "On Education", 2020)

What should a teacher who organizes his lesson comprehensively mainly pay attention to? Of course, an elementary school student chooses the means and methods according to age, level of mental development and area of interest.

The topic of the integration project of the lesson may relate to a specific issue of the curriculum. At the same time, the goal is to deepen the knowledge that determines the level of assimilation by students of the class of this topic, to differentiate the learning process. Such lessons differ from an ordinary textbook in their interest, clarity, conciseness and scale of educational material, possession of new and



extensive information, and logical conditionality (“On approval of the Regulations on secondary general education”, 2017; Mirziyoyev.Sh.M.,2017)

### **Literature analysis and methods.**

An analysis of the literature shows that Integration manifests the harmonization of voluminous educational material of a diverse nature, which can be characterized by deep, non-traditional learning.

It should be noted that the introduction of innovative and integrative pedagogical technologies in the field of education in our country is one of the areas that receives special attention.

How is the essence of integration in education characterized?

The concept of integration when applied to the educational process has two meanings: firstly, to achieve the perception of the world around us as a whole among future teachers (while integration acts as a learning goal); secondly, to bring the general aspects of knowledge about science closer (while integration is considered as a means of learning).

Today, the problem of integrating disciplines is recognized as one of the directions aimed at actively searching for effective solutions to new pedagogical problems of influencing the teaching staff and students.

Integration took place against the background of acute contradictions in the process of differentiation of disciplines and their branches, which are expanding in volume and demand. This state is characterized by deepening in previously isolated sciences, the emergence of new and new directions of its individual directions, the emergence of some narrow-profile and in the process new disciplines, misunderstanding by specialists of each other.

Usually, the authors of such courses combine the materials of natural sciences, combine them into one specific system and call their courses integrative or complex (general). As can be seen, the correct sequence of presentation of natural science material in the primary education system can be achieved only if the structure of lessons is preserved. Some well-known scientists claim that this is also solved by consistently studying natural sciences in traditional schools. A number of scientists believe that the tradition of separate teaching in the classroom has spread to primary education.

Courses based on related disciplines. The process of broad integration has led to the formation of new natural sciences and scientific directions linking the previous scientific directions (Mavlonova R.A.,2005)

Integration is the opposite of differentiation and the opposite of it. It is desirable to use UNI in the following areas:

- a) integrated study of content within academic subjects and disciplines;





- b) integration of the activities of persons studying in various academic subjects;
- c) forms of organization of educational work or integration of the school day.

A. Gulomov and H. Nematov emphasize that integrative processes are an opportunity to make students comprehensively educated using information obtained from other disciplines. At the same time, it is assumed that students study the artistic style based on materials obtained from the discipline of literature, the scientific style from biology, and the style of lectures from chemistry, physics, mathematics, and the basics of law.

The content of the integration is in tune with the following thoughts of Fariddin Attor: «Bu ro'yizaminda mayda narsaning o'zi yo'q, hamma narsa bir-biriga bog'liq va bir-birini to'ldiradi» (i.e. "there is not the smallest things in this universe, everything is interconnected and complements each other").

In education, it has become insufficient to simply convey to students a certain system of knowledge and memorize them. In modern education, one of the urgent tasks is the education of motivation, the formation of a passion for independent learning, education based on integration. Pedagogical technology is an educational system aimed at realizing demand. The main requirement of technology is that students study hard, be active in learning knowledge, think independently, and achieve a certain effective result in learning (Кукушин В.С. & Болдырева-Вараксина А.В., 2005)

Pedagogical technology has different facets. We want to focus on only one issue -integration and thus the guiding principles to achieve an effective result.

### **Discussion.**

Education in the Republic of Uzbekistan is carried out in the types of preschool education, general secondary education, secondary special, vocational education, higher education, postgraduate education, advanced training and retraining of personnel, extracurricular education.

Pre-school education is usually provided through state and non-state pre-school institutions, through the creation of short-term groups. This training is conducted until the age of six or seven in the family, kindergarten and other educational institutions, regardless of the form of ownership, and is aimed at shaping the child's personality in a healthy and mature way, prepared for school.

General secondary education usually aims to form the foundations of literacy, knowledge and skills necessary for obtaining general secondary education, providing the necessary amount of knowledge, developing independent thinking skills, organizational abilities and practical experience, vocational guidance at the initial stage and choosing the next stage of education (Kholyigitova, 2023)



Specialized secondary and vocational education is provided at an Academic lyceum or a vocational college. Its main goal is to ensure the intensive development of students' intellectual abilities, their acquisition of deep, differentiated and career-oriented knowledge, deep development of professional inclinations, skills and abilities of the student, obtaining one or more specialties in selected professions.

Higher education is represented in higher educational institutions (universities, academies, institutes and other educational institutions of Higher education). The main purpose of higher education is to provide in-depth knowledge in one of the areas of higher education (bachelor's degree) or a specific specialty (master's degree).

Postgraduate education is aimed at meeting the needs of society in scientific and scientific-pedagogical personnel, which is carried out in higher educational institutions and research institutions (doctoral studies, independent research).

Education originated as the transmission of cultural heritage from generation to generation. Today, educational goals are increasingly embracing new ideas, such as the free participation of students in the classroom, skills needed by modern society, and complex professional skills ( Xolyigitova B, 2023)

Types of education are usually divided into formal and informal. Formal education is carried out in educational institutions and educational institutions, structured according to the goals and objectives of education, and education is usually conducted under the guidance of a teacher. In many regions, formal education is compulsory up to a certain age and is divided into learning stages such as kindergarten, elementary school and secondary school. Non-formal education arises as a complement or alternative to formal education, which can be structured according to education agreements, but in a more flexible way and usually in a community-based, workplace-based, or civil society setting. Finally, informal learning takes place in everyday life, in the family, and any experience that has a formative effect on thinking, feelings, or behavior, whether unintentional or intentional, can be considered educational. In practice, there is a continuum from highly formalized to very informal, and informal learning can occur in all three contexts, for example, home schooling can be classified as informal or informal depending on the structure. Regardless of the purpose, teaching methods include teaching, learning, storytelling, discussion, and focused research. The teaching method is called pedagogy. Education is supported by various philosophies, theories, and empirical research programs. There are efforts to reform education, such as improving the quality and effectiveness of learning through relevance in the lives of students and effective problem solving in modern or future society, or through evidence-based learning methodology. The right to education is recognized by some



Governments and the United Nations. In our country, every citizen has the right to education (Xolyigitova B, 2023; Kimsanboyevna, K. B., 2023)

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Pedagogical technology has different facets. We want to focus on only one issue -integration and thus the guiding principles to achieve an effective result.

Integration is the connection of individual parts or elements with each other, turning them into a single whole, rounding. The concept of "integration" was interpreted by Spencer back in the eighteenth century. We also considered integration as a factor in the development of thinking and tried to interpret it as a synthesis between sciences and forms of learning.

### **Results.**

Education implies civic and social responsibility for all. Education is a tool of emotional integration to ensure unity. We cannot perform useful mental work without



any knowledge. Education is an important part of human development. Education is a means to achieve peace, justice, freedom and equality for all. Thus, education is necessary for everyone. There is no good life without education. Education develops a person's intelligence, skills and allows them to open the door to opportunities. Education ensures future progress. Education also channels undeveloped human capabilities, attitudes, interests, demands and needs into desired channels. A person can explore and change the environment through education according to their needs. In a democratic country, education is necessary for all citizens. Democratic mechanisms cannot function well if all citizens are not educated (Shohsanam, K., 2023) Education and upbringing of married couples are very important in order for our country to have strong families with educational opportunities, so that children develop as harmonious individuals in the family. Education is an important factor in success, character building, and a fulfilling and happy life. True education develops a person into a true person, mentally perfect.

It is no secret that in our country there are ample opportunities for conducting a non-governmental organizational form of education. Nevertheless, the management of its organizational processes is under the control of the government according to a certain scheme.

-Public administration bodies in the field of education monitor compliance with legislation on education in non-governmental educational institutions;

- that in case of violation by non-governmental educational institutions of the legislation on education, the bodies accredited by them have the right to suspend their activities in accordance with the legislation;

-training, retraining and advanced training of personnel in new professions and specialties, including management personnel, in connection with widespread development, structural changes in the economy, the expansion of foreign investment, the development of entrepreneurship, small and private businesses;

- improvement of the education management system, development of forms of public administration, regionalization of educational institutions;

- creation and implementation of a system for objective assessment of the quality of the educational process and personnel training;

- development and implementation of comprehensive mechanisms for the integration of continuing education with science and industry;

- creation of organizational and pedagogical conditions for teaching in the native language in places where people who are not indigenous peoples live compactly.

Integration means "complete", that is, the unification of various parts and elements of the process of mental growth into one whole (Sh. Kayumova, 2023; Nasiba Abdulkadirova et al., 2020) As you know, pedagogical science is focused on





the formation of a harmonious generation with high mental potential, according to which the most important normative acts adopted today by our state and society — the law on education — on the basis of the directions, laws and principles of the formation of a harmonious personality set out in the State National Program for the Development of school education for 2004-2009. magnification. That is why pedagogical science is rightfully recognized by the state as one of the priority branches of science. At the same time, as a result of the systematic implementation of interdisciplinary interaction in higher educational institutions, the involvement of the educational process increases significantly. Students have developed dialectical thinking skills. Along with this, an important condition is the development of knowledge and interests in academic disciplines.

### **Conclusion**

As the conclusion it could be noted that in modern conditions, insufficient attention is paid to ensuring their integration in teaching subjects. Even subjects such as physics and electrical engineering, chemistry and materials science in the curricula of secondary specialized and vocational education are taught without providing a systemic relationship. On the other hand, troubleshooting activities are limited by the relevant curricula to activities related to the coordination of the teaching of these subjects in time or partial harmonization of the content of the subjects. Its radical solution requires the development of the necessary conditions, forms, content and means of integration of students, ensuring a high level of quality of knowledge received by students. Didactics offers several approaches to the integration of academic disciplines, but no generally accepted content, forms and means of this process have yet been created. Most academic educators see the study of integration processes in education as a work based on ideas about the integration of fundamental sciences. This circumstance is explained by the fact that integration was initially carried out in fundamental industries, and then spread to the field of pedagogy. It is worth noting that academic disciplines differ from scientific ones. Only this difference is reflected not in their content, but in the form, volume and depth of the presentation of knowledge. The purpose of studying an academic subject is not to familiarize the student with the objective novelty of the subject, but to form knowledge in it that has a subjective novelty. The integration of academic disciplines differs from these processes in science. In this sense, integration – the division into academic disciplines that has historically developed in connection with the differentiation of disciplines, aimed at correcting the shortcomings of the learning system, can be considered as a form of ensuring their interconnection. The didactic nature of the integration of academic disciplines is determined by the need to develop the order and patterns of pedagogical activity, which make it possible to identify



conceptual structures and methods for the formation of new knowledge in various academic disciplines. When considered in a narrow sense, the integration of academic disciplines is a continuous continuation of the mutual synthesis of branches of science and scientific knowledge. The main purpose of the integration of academic disciplines is the synthesis of subjective new knowledge, and the main task of integration processes is the development of pedagogical technologies aimed at the synthesis of subjective new scientific knowledge. How does the synthesis of subjectively new knowledge occur in the complex study of academic subjects? - there may be a question. Didactics offers various forms of integration, such as combining educational materials related to different subjects into one course. However, pedagogical experiments show the insufficient effectiveness of such forms. We advocate the preservation of the system of education in disciplines that have historically developed in the education system. Academic disciplines should be relatively independent, since each of them represents a separate discipline with its own language, conceptual apparatus, methodology, methodology, subject of research and concept. At the same time, the possibilities associated with their study in the relationship should be realized. This opportunity is provided, inter alia, on the basis of an interdisciplinary approach. It can be considered both as a form of integration of academic disciplines, and as a method of synthesis of subjectively new knowledge.

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