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Research Article

# CONTENT AND THEORETICAL ISSUES OF THE INTEGRATIVE APPROACH

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**Muslimov Sherzod Narzulla Ugli**
**Doctoral Student Of The Scientific Research Institute Of Pedagogical Sciences Of Uzbekistan**

## ABSTRACT

In the article, a system of modern educational technologies has been created today, and its main task is to ensure the continuity and coherence of the educational content in the educational system, to improve the methodology of teaching subjects, to introduce pedagogical and information technologies into the educational process, to integrate higher education with science and production, and to develop theoretical and practical professional Harmonization of education requires the formation of professional competences of future specialists, despite the fact that a lot of scientific and research work is carried out on the development of professional knowledge and skills of students, in a situation where market relations are being resolved, those who have thoroughly mastered the specialized sciences that can withstand the vital competition that occurs in the labor market, correctly adapt to certain situations It is necessary to ensure the necessary and sufficient level of professional training and the integration of disciplines in order to educate the evaluator as a person who can perform labor activities in various sectors of the economy. the necessity of formation in ita is thoroughly analyzed.

## KEYWORDS

Integration, education, technology, innovation, process, situation, analysis, result, quality, aspiration, creativity, work, activity, knowledge, profession, theory, practice.

## INTRODUCTION

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Solving the complex tasks of teaching and educating students in the educational system depends on the knowledge, skills, professional skills, talent, talent and culture of teachers and the ability to use new pedagogical and information technologies in the course of the lesson. That is why today a system of modern educational technologies has been created, and its main task is to ensure the continuity and coherence of the educational content in the educational system, to improve the methodology of teaching subjects, and to introduce pedagogical and information technologies into the educational process. Today, every specialist should have a good knowledge of his field, as well as computer and information technologies. Because nowadays the education system cannot be imagined without information technologies. Today, it is becoming one of the urgent issues that all students studying in all educational institutions should be able to perfectly learn, master and apply computer and information technologies. Especially, connecting subjects with each other during the course of the lesson leads to easier understanding and mastering of the subject.

According to international experience, the integration of higher education with science and production and the combination of theoretical and practical professional education require the formation of professional competencies of future specialists [1]. Despite the fact that a lot of scientific and research work is carried out on the development of professional knowledge and skills of students, a person who has thoroughly mastered the specialized sciences and can withstand the vital competition that occurs in the labor market in a situation where market relations are being resolved, can work in various sectors of the economy, can correctly assess certain situations. requires the formation of the necessary and sufficient level of professional training in them by means of ensuring the integration of disciplines. The mentioned problems and tasks determine the relevance of the chosen topic.

Main part. In front of higher education, as one of the important tasks of modernization of socio-economic life, there are urgent and comprehensive problems, such as reforming and modernizing the education system and educating future engineers through an innovative and technical-technological approach, contributing to the study, application and improvement of foreign experiences and the latest achievements in the field. there is a solution.

These tasks are solved by creating an "education-innovation" system that will shape the parameters of tasks and the criteria of expediency in all areas of production, especially the carriers of new ideas and their future executors, training engineers who can find innovative and non-standard solutions in the production process.

One of the most important aspects of the innovative education system is to ensure its inter-level and interdisciplinary integration [2]. That is why the issue of developing a methodology for ensuring integration, integrity and continuity at different stages of education has always been considered one of the urgent problems of the education system [3].

Integration is a very broad concept. What is integration? "Integration" is derived from the Latin word "integration" and "integre" means a whole, a whole. Integration means to develop in an interconnected manner, to combine into a whole, to make a whole. Integration is the process of combining different parts and elements into a whole [9].

Integration processes can be in organized systems - in this case, they increase the level of system integrity and the level of organization. The processes of integration are the basis of connecting previously unconnected elements and occur in formed systems,

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as a result of which the integrity and level of organization of the system increases, and the relationship between elements and components becomes more complex. Components connected to a whole have different degrees of autonomy [10].

Integration is an objective life process. Maintaining independence in the process of integration of today's globalized life is becoming an urgent task [4]. This requires strict adherence to the following principles in international cooperation:

it is necessary to join integrated unions only on the basis of equality of parties (even if the political and economic potential is different);

based on the declaration of national interests, their priority over regional and other interests;

voluntary participation and the possibility of criticizing this or that alliance.

For example, integration in society, integration in civilization, integration in science, etc. there are concepts, and the integration of society or some states is introduced on the basis of mandatory mutual interest or goal, aspiration, value, etc. Currently, the processes of interstate integration are developing rapidly. This allows for the study of foreign experiences and wide application in certain aspects of education.

Results and Discussion. Integration in education is used in two different ways. First, integration between types (sections) of education. In this case, the content of the next type of education partially repeats the previous one, and continues in its next types of education, being organically connected in terms of content. Second, integration between academic subjects. This is usually done through interdisciplinary or cross-disciplinary communication.

In the philosophy of Herbert Spencer (1820-1903), integration is understood as the densification of a scattered, imperceptible state as a result of the slowing down of its internal processes and transition to a perceptible level, while disintegration is the opposite, i.e., the transition of a dense object to a scattered state as a result of acceleration of movement. Spencer uses the word "integration" often synonymously with the concept of aggregation. According to his teaching, the development of the Solar system, planets, organism, and nation is the result of successive transitions of integration and disintegration [13].

German psychological philosopher E.R. In the psychology of Jensh (1883-1940), integration is understood as the influence of certain features of mental life on the whole set of spiritual life [14].

According to Rudolph Smend's (1851-1913) doctrine of the state, integration is understood as the continuous renewal of the state as a result of the interaction of its forms of activity. Social integration means the existence of orderly relations between individuals, groups, organizations and states. When analyzing the integration process, the complexity of the related system or field is taken into account [15].

From this point of view, the problem of ensuring mutual coherence and integration among educational subjects is considered one of the urgent tasks even now.

Concepts such as "consistency" and "integration" are used in the pedagogical research conducted directly related to these factors, and they are interpreted differently. The concept of "integration" is defined differently in the sources. Qomus.info online encyclopedia defines integration as follows:

integration - a concept that expresses the state of interdependence of some parts and functions of a system or organism and the process leading to such a state;

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the process of rapprochement and interaction of disciplines, i.e., is accompanied by differentiation.

In the explanatory dictionary [9], integration (from Latin "integer" - whole) is interpreted as the integration of independent economic activities at the national, regional and international levels to form a single economic system.

The forms and mechanisms of integration are extensive. World experience shows that the formation and development of integration processes covers a relatively long period [7]. The mechanism of action of these processes is formed step by step in a logical sequence. Admitting that the processes of large-scale integration and globalization are one of the important features of world development at the moment, we must not forget that they are a tool of strong ideological influence [8].

The participation of countries in the processes of regional integration creates the ground for the development of interstate trade, the correct formation of free competition, the deepening of the international division of labor, and the increase in the possibility of entering the world market [5].

Like a number of terms used in economics, the term "integration" (integratio) also comes from the Latin language, which means "uniting parts into a whole." In the famous "Oxford English Dictionary" it is reported that the above definition was used for the first time in 1920. There is no concept of unified views among experts about integration processes in the world economy [6].

The analysis of philosophical and scientific pedagogical literature shows that "integration" is a multifaceted concept in which philosophical, pedagogical, and psychological aspects can be distinguished [11]. The central philosophical and methodological basis of the study of the concept of "integration" as a whole, dialectics serves as a science of the general laws of nature, society and the development of consciousness.

So, integration has philosophical, pedagogical and psychological aspects.

Philosophically, the integration category is closely related to the "development" category, and its essence becomes clear when comparing it with the "movement" category. Integration reflects the general and important relationships that apply to all developing phenomena and processes and determines new development. The concept of "integration" has many levels, and foreign scientists and pedagogues have given different definitions to the concept of integration.

The great philosopher Herbert Spencer solved the problem of evolution in his own way, showing the following important characteristics of evolution:

transition from simple to complex (integration);

transition from uniformity to diversity (differentiation);

transition from instability to stability [16].

Interest in the problem of the informativeness of scientific knowledge is determined by the laws of the development of science in the present period, first of all, by the processes of integration in knowledge that help to increase its effectiveness. Scientific information integration, which is one of the important elements of science integration, is manifested in the transfer of scientific information to each other, from one branch of science to another. Integration, which is considered one of the logical and epistemological foundations of modern science, changes the level of informativeness of scientific knowledge and the main informational possibilities. This is related to the transition from one level of knowledge to another, to knowledge that reflects the content of things and

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events more deeply. Integrative processes increase the depth of theoretical systems and broaden the scope of theory and empirical data. Further deepening of the content of the theory leads to an increase in the level of informativeness, helps to realize the possibility of information about concepts to influence integrative processes.

In psychology, integration is considered within the framework of complex laws of psychological development, the study of age-related changes, gradual acquisition of knowledge, and changes in leading types of activity. Pedagogically, integration:

didactic principle - the main rule that determines the content, organizational forms and methods of the educational process;

conditions - circumstances that help to effectively organize the educational process;

driving force - a factor that helps to implement the educational process;

it is interpreted as a requirement that must be fulfilled in the process of educational development and education.

Integration represents the placement of educational content in a certain sequence, organically and systematically, relying on existing knowledge in mastering a new subject, using the educational material to a certain extent in subsequent stages, the continuity and integrity of the stages of the educational process.

The issue of developing the theory and practical methods of developing the professional training of engineers based on the methodology of integration of technical and technological education at the undergraduate and graduate levels of the higher education system has been reflected in the scientific works of several foreign scientists [12].

Conclusion. Currently, integration is one of the important means of competition between producers in the domestic and foreign markets of competitive personnel, and training of such personnel requires special scientific research and their practical application in the educational process. The competitiveness of any country in the world market is determined not only by the availability of natural resources, but also by training highly educated and disciplined specialists capable of mastering modern, regularly updated technologies.

In the studies of foreign scientists, education based on integration was considered as the law of movement of differently organized and controlled processes, or it was suggested that there is no possibility of rapid development without integration. Integration implies the necessary communication elements of the past, present and future, allows to dialectically combine the old with the new, replace one form with another improved form, find new forms and create the possibility of their successful development.

In our opinion, it is possible to give a more precise and complete description of the essence of the concept of integration. First, it is characterized by development, that is, by the appearance of new aspects, properties and qualities in the object, and secondly, by the preservation of the developed elements, aspects and traditions of the old. Integration is a philosophical category that, in any process of the development of changes, serves to determine the need to move the separate signs and aspects of the previous stage in accordance with the new conditions of the new stage of the developing object, and to throw out the outdated signs and aspects that are incompatible with its new environment and consolidate the existing ones.

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