

## Integrated Approach to Education

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### ABSTRACT

*The article defines integration, its characteristics, and methodologies based on integrated learning and pedagogical integration.*

**KEYWORDS:** *integration, theory and practice, approach, traditional occupation, interdisciplinarity, student, teacher.*

Integration into the educational system began in the United Kingdom in the early twentieth century, during what European academics referred to as "co-courses," which combined professional knowledge with practical tasks. These courses were afterwards adopted by several schools and universities in Europe and the United States. Cooperative learning, as a specific sort of integration for foreign professionals, has had a good impact on the pedagogical process as a whole, demonstrating a qualitatively new form of learning that has enabled comprehensive development and deeper personal development [1].

The search for an uncommon manner of handling problems that fosters specialization of thought is a distinguishing aspect of integrated education. When combining knowledge, it is critical to emphasize the most important aspect in order to be able to use the results obtained after future generalization, to see the purpose of the work, and to generalize the solution to the problem under consideration – all of which contribute to the development of depth, expediency, and breadth of thinking. Furthermore, with this form of engagement, kids' cognitive activity increases. Consider the more sophisticated challenges in integrated learning, the specifics of integration. They are aimed at attaining the established goals, learning and using diverse ways in their execution, solving and studying other choices for getting out of troublesome situations. All of this develops thinking activity in shifting settings.

Integration is a vital requirement of the modern educational process, and its implementation in any educational institution will mark the institution's shift to a higher level of educational quality. The primary goal of education at this level is to develop a competitive specialist, to prepare a graduate of this level who can identify multiple solutions to a problem, choose a rational path, and justify his decision. The focus has shifted from an informed student to a talented student, and from a trained student to someone who can learn, due to the integrated learning method.

A multidisciplinary integrated course is clearly superior to a standard course. You can create more favorable conditions for the development of different intellectual skills in students in such a lesson, resulting in the formation of broader thinking and teaching students how to apply theoretical knowledge in practical life, real life, professional life, and scientific situations. Integrated lessons bring the learning process to life, naturalize it, restore it to its original essence, and fill it with content.

"Pedagogical integration is one of the types of interdependence and interaction of objects or phenomena in theory and practice, the restoration of their original natural integrity," states V.S.

Bezrukova in the New Dictionary of Pedagogical Thinking. The method, means, and result of an object's interdependence is called integration. Internal and external integration should be kept separate. Integration of the following categories of external activities: science, educational institutions, and industry; educational institutions of various types and kinds; and various sciences or scientific disciplines. Internal refers to a single activity, a single science, or a collection of components inside a single scientific[2].

Increasing students' cognitive engagement by integrating themes The need for science teachers to move toward integrated education stems from a number of issues they confront in delivering the curriculum. These inconsistencies are easily handled in integrated education, which also solves another issue - time, by allowing the teacher to save reading time. To assist students improve their self-esteem and ensure quality learning, integrated learning approaches connect students' personal and professional goals.

Integration is a phenomenon in education that has deep didactic origins and a long history. One of its historical manifestations, integrated education, is the most forward-thinking movement of our time. Overall, there are compelling grounds to see integration as the first systemic concept of didactics, determining how learning is organized not only in multidisciplinary settings but also in regular educational settings. In this sense, the history of education has a significant impact on the history of integration. In one way or another, enough education experience has been gained to allow pedagogy to progress to the level of a systematic, conceptual, and careful examination of integrated processes. On the other hand, the active development of modern science, politics, economic integration processes, the pace of social life in general, and the significant acceleration of education in particular, have placed the task of moving from empirical generalizations of construction practice to an advanced scientific and theoretical understanding of fundamental laws and principles before us.

Integrated courses are the apex of fragmentation processes in modern education; the learning process is self-explanatory in a theoretically endless set of such courses. The student follows integrated courses rather than being subjected to the integration of educational content, as in the traditional science teaching system. The teacher develops an integrated course and makes it available to the students in a ready-to-use format. His pedagogical attitude is similar to that of traditional science teachers: the student is given a strict system of scientific knowledge that he or she must comprehend and duplicate precisely. Nothing will change with the introduction of more integrated education: the integration of interdisciplinary content takes place independently of the student, whose activity is limited to mastering ready-made content.

B.S.Lednev, considering the problem of the structure of the content of professional theoretical training, proposes to define a set of combined educational disciplines with two factors: structure of activity and object of study. The dialectical nature of the introduction of these structures is peculiar: on the one hand, they are the intersecting aspects of the whole holistic content of the didactic system, on the other hand, they are elements of a professional activity structure dedicated to each of the separate parts of the learning process [3].

From the point of view of the integrative approach, the effectiveness of the teacher's pedagogical activity is determined by the ability to effectively solve professional problems, to develop students in the process of solving them.

Undoubtedly, the problem of teaching students how to solve pedagogical problems based on the integration of theory and practice remains very relevant.

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