

# Mechanism for Improving Integration of Higher Education and General Secondary Schools

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**ABSTRACT:** This article describes the requirements and tasks, forms of the implementation of integrated education in higher and general secondary education. The article also describes the general features of the integrative implementation of the teaching process.

**KEYWORD:** development, education, integration, economy, lesson, pedagogy, thinking, cognition, technology, information, ability, philosophy.

## Introduction

Today in Uzbekistan, serious attention is paid to the field of modern development education and high demands are made. Today's globalization and integration process creates theoretical and methodological competition. Currently, there is a need in the labor market for competitive pedagogic personnel with a valuable and meaningful attitude to free thinking, academic knowledge and skills in information and communication technologies and other related disciplines. This, in turn, requires bringing the personal and theoretical-methodical training of future specialists to the level of world standards.

## Discussion

That is why the integration approach includes the organization of integration activities in the educational process, the systematization of the formation of skills and qualifications related to preparation for professional activity, and the synthesized knowledge.

In the dictionary of pedagogical terms: "Integration" means the interconnection of educational subjects; derived from the Latin word "integratio", which means reconstruction, restoration, filling; "integre" means complete, entire, whole. Integration expresses the meanings of organic merging with each other, absorption into each other, forming a new, single, stable generalized whole idea. [1; 29 p].

In the encyclopedia of pedagogy, the concept of integration is defined as follows: (from the Latin word integratio - restoration, filling, integer - whole) 1) 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; 2) the convergence of sciences and the process of communication; goes along with differentiation; 3) it is interpreted in the way of mutual coordination and integration of the economy of two or more countries.

Lessons organized in an integrative manner serve to comprehensively develop the worldview of students, including interdisciplinarity. This process can be implemented both within the framework of the traditional

education system and in the modern educational process. The uniqueness of the process of interaction means that each component of the integrative system implies qualitative changes.

So, the integrated lesson is different from the usual lessons:

- accuracy, conciseness, dense scope of the educational material;
- logical conditioning of educational subjects integrated at each stage of the lesson;
- it is distinguished by its wide range of information in the given educational material.

The problems of the integrative approach in pedagogy have been considered in different ways in the works of many researchers. I. G. Pestalossi opens up the various nebulae of the interconnections of educational subjects: “In essence, in your own mind, all interrelated disciplines must be brought into relation as they are in nature in reality”.

Therefore, it is desirable to have the opportunity to familiarize students with speech styles using information from a number of disciplines. In this process, it is necessary for students to study the artistic style of literature, the scientific style of biology, chemistry, physics, mathematics, and the style of working papers based on the materials taken from the fundamentals of law [2; 38 p].

As a result of the research analysis, scientists have distinguished a number of categories of integrative education in pedagogy: integrative system, integration process, integration approach, integration principles, integration factors, integration forms. It is noted that these categories are expressed as follows.

The principles of integration imply the interrelationship of all components of the educational process, the interdependence of systems. It is also primary in determining the purpose of education, organizing the content of education, its forms and methods in relation.

The integrative approach provides for the implementation of the principle of integration in any component of the pedagogical process and ensures the integrity and consistency of the pedagogical process. Integral processes are the process of qualitative change of individual elements of the system or the entire system.

The President of the Republic of Uzbekistan, Shavkat Mirziyoyev, pays special attention to the need to attract pedagogues who know their work well, are qualified and can approach each child individually in the process of child education. In particular, the president pays special attention to the development of the primary education system, the formation of children's thoughts and thinking, the upbringing of a mature generation with high level, knowledge and spirituality in the future.

In order to solve these tasks, modern primary school teachers need to be able to clearly feel the integrative nature of primary education and the integrative direction of their future professional activities, both from an organizational and a content point of view. Therefore, the need for integration in the professional training of future primary school teachers is one of the main conditions that determine the effectiveness of professional competence formation. In other words, methodical training of future elementary school teachers will be effective only if it is considered from the point of view of an integrative approach.

The concept of thinking is one of the main topics for psychologists and pedagogues in educational theories. The well-known psychologist A.N. Leontev gave the following definition of thinking: “Thinking is the process of reflecting reality in its objective features, such as connections and relationships, including objects that cannot be directly perceived by the senses”. In our opinion, thinking as a cognitive process is characterized by the discovery of completely new phenomena that were not previously known to man, that is, thinking is a creative act. This point of view can be confirmed in the opinions of modern psychologists. For example, A.V.Brushlinsky gave the following definition: “...thinking is a mental process of independent search and discovery of news directly related to speech, that is, on the basis of the practical activity arising

from emotional awareness, the instrumental and generalized expression of existence in the process of its analysis and synthesis". When a person sets before himself a thought-provoking task and begins to solve it, he does not know what new properties and relations of the studied object will open for him, what new methods of action, mental operations, etc. will be formed on this basis.

## **Results**

All this constitutes a sought-after future solution. Initially, a person can predict this unknown, that is, the future product, the result of the thinking process, at a minimal level in advance and approximately. The main direction of thinking development at school age is the transition from concrete-figurative thinking to abstract-logical thinking. The concrete thinking stage occurs in the emotional stage of cognition. The stage of abstract-logical thinking is carried out with the help of thinking operations: classification, comparison, analogy, synthesis, abstraction, generalization, systematization.

The role of polytechnic education and technological training is taken into account in the formation of a person capable of effective work in the conditions of a constantly changing information environment. It is necessary to study the field of education "Technology" and its main goal is to develop a new techno-economic thinking and techno-ethics in order to ensure the life activity of this growing generation. It can be considered as the integration of humanitarian, natural scientific and technological knowledge about their interaction and complementarity. This includes the following:

- 1) polytechnic development of young people, introducing them to modern and promising technologies of materials, energy and information transformation, taking into account economic, environmental and entrepreneurial knowledge, acquiring general labor skills and abilities;
- 2) creative and aesthetic development of students;
- 3) acquisition by students of skills and abilities necessary for life, including moral culture and conflict-free communication in the course of work;
- 4) providing students with self-awareness, study of the world of professions, practical experience of the elements of professional activity in order to choose a profession based on themselves.

## **Conclusion**

In conclusion, the effectiveness of integrated education is strongly related to the choice of the form of education in a correct, pedagogically based way. This requires a deep analysis of all three types: educational, training, and developmental goals. Interdisciplinary integration can also be implemented only in a pedagogical team where there is a healthy environment, mutual respect and creative cooperation. Therefore, the organization of lessons in an integrated form guarantees not only an interesting and meaningful lesson, but also the comprehensive development of the worldview of students. It is correct not to present an integrative training to the student without personally feeling interdisciplinarity, interdisciplinarity philosophical issues. Therefore, the unconscious integration puts the cognitive process in the mind of the student in an abstract state, through which confusing conclusions are drawn.

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