

**ENHANCING EDUCATION QUALITY THROUGH PEDAGOGICAL INTEGRATION:
TRENDS AND PRACTICES**

A. Dilbarjonov

Ph.D. Candidate at FerSU

Abstract: This research focuses on the concept of pedagogical integration and its role in enhancing the quality of education in general schools and vocational training systems. The study explores the development of integration processes in education, the formation of pedagogical integration principles, and the practical application of integration in educational systems. The functions of integration in education, including methodological, educational, upbringing, developmental, and systematic teaching functions, are analyzed. The importance of continuity and seamless education in achieving integration and ensuring the convergence of knowledge transmission methods, content, and forms is emphasized. The research contributes to the organization of the educational process by promoting student-centred learning and aligning general and vocational education.

Keywords: Pedagogical integration, education, general education schools, vocational education, continuity, seamless education, integration processes, student-centred learning, knowledge transmission, educational development.

Currently, in our country, the development of general education schools and the improvement of professional education based on global experience are given priority. In particular, through information and communication technologies, the modernization of education is carried out in the system of individualization and the development of interrelated areas of practice - directing education and integrating general education schools and professional education levels.

Socio-economic development requires the search for new solutions to enhance the effectiveness of education. Nowadays, the important tasks in general education schools and professional education have changed. The continuity of the education system and the development of integration processes in education determine the high level of education quality and the preparation of graduates. The development of competencies required in the present day contributes to the key to the state's socio-economic development. Thanks to the modern trends in education, integration aimed at combining various components of educational content is one of the prominent directions:

- Cognitive competence, including the knowledge component of the learning process;
- Developing emotional qualities, including the positions of "me-myself," "me-others," attitudes towards the world, professional and personal qualities;
- Creative competencies that reflect the ability to independently act in designated tasks, in non-standard situations, and develop personal and professional abilities;
- Ethical and moral competence is the ability to accept and adhere to certain norms and rules of professional activity and social life;
- Components of the education system at various levels of the education process (goals, objectives, forms, methods, teaching tools, teachers, students, educational outcomes).

The concept of integration (in Latin "resurrect" - reorganization, completion) refers to the interconnected state of the system's differentiated parts and functions, as well as the process leading to such a state.

Given the necessity of conducting a theoretical analysis of the integration of general education schools and professional education, it is appropriate to expand the concepts of "pedagogical integration" and "educational integration" in order to achieve broader goals.

The first stage corresponds to the years 1920-1940, during which the philosopher and scholar John Dewey, in his book "School and Society" published in 1899, introduced the concept of the development of school activities. The cooperation of education, labor, and play activities was emphasized as the foundation for child development.

The second stage of the formation of ideas about pedagogical integration began in the 1960s, and it was based on the interrelation of academic and vocational knowledge. Currently, the term "interdisciplinary communication" in pedagogy is being reconsidered, resulting in the emergence of the concept of integration.

The third stage of shaping the goals of pedagogical integration (starting in the 1980s) can be referred to as the fundamental stage. This stage focused on the active integration of related disciplines in pedagogy and the differentiation of knowledge levels. During this stage, monographs, dissertations, and scientific articles (by authors such as M.P. Arxipova, M.N. Berulava, L.A. Volovich, and A.YA. Danilyuk) were published, addressing the issues of pedagogical integration. In this stage, pedagogical integration is conceptualized as follows:

- Pedagogical integration as a means to enhance and implement the current development characteristics of pedagogy in scientific and practical activities, leading to even more positive results.
- Pedagogical integration is a process of establishing direct connections between objects and creating a new, well-structured system based on the achieved results.
- Pedagogical integration is the presentation of integrated knowledge in the form of integrated programs (it is possible to act as integrated program models).

Thus, in the third stage, the concept of "pedagogical integration" is understood and defined, and theoretical principles are formulated regarding the processes of integration in education.

The fourth stage identifies the current tendencies of pedagogical integration in international education, aimed at solving practical issues, developing competencies in students, and adapting them to modern requirements. The presence of well-developed theoretical concepts of integral pedagogy is indicated by the extensive research of authors such as O.N. Volik, A.YA. Danilyuk, O.P. Kubasov, A.N. Leybovich, N.V. Medvedeva, G.V. Muxametzyanova, O.N. Oleynikova, N.G. Xudoliy, and N.K. Chapaev.

The formation and development of pedagogical integration, the identification of its laws and morphological characteristics, as well as the study of integration and pedagogical processes, their logical methods of study, and the main factors in researching pedagogical integration processes are considered. Pedagogical integration provides a systematic understanding of its morphology, functions, and a well-structured concept of pedagogical integration.

By generalizing the existing goals, in our research, we define the concept of "pedagogical integration" as the process of harmonizing the components of the educational content (cognitive competence, development of emotional-attitudinal relationships, creative competence, moral and ethical competence) in terms of their relevance and consistency, as well as the components of the educational system (goals, objectives, forms, methods, teaching tools, teachers, educational outcomes) at various levels of education.

The general role of pedagogical integration is its interconnection with the integration processes occurring in scientific disciplines, technology, production, society, and integrative pedagogical processes, as highlighted by M.N. Berulava in her research. A special case is the relationship between scientific disciplines and the tendency to integrate production and educational content development.

By identifying and understanding the concept and general principles of pedagogical integration, we can explore the concept of "integration in education" and its functions in the field of education. N.K. Chapayev defines integration in education as a specific form and methodology of pedagogical worldview. This research work focuses on the practical application of integration in general education and vocational training systems.

This research work contributes to the organization of the educational process in general education and professional training systems by focusing on the practical implementation of integration in education.

We analyzed the literature regarding the role of integration in education and identified the main functions performed by integration (see Figure 1).

- Methodological function: It ensures the formation of a holistic understanding in students, which is closely related to the formative and transformative functions of the world.
- Educational function: It shapes the cognitive competencies of learners.
- Upbringing function: It shapes the societal norms, values, and ethical standards, as well as the system of moral and ethical guidelines and attitudes.
- Developmental function: It enhances students' individual abilities and promotes their personal and professional development.
- Systematic teaching function: It aligns the content, methods, and forms of education in an integrated direction.

Figure 1: Functions of Integration in Education

1. Rasm. Functions of Integration in Activities

Pedagogical integration is contributing to the development of the quality of education in general schools and the vocational training system through student-centred learning. The trends of modern educational development indicate the need for alignment in both general schools and the vocational training system.

Developing the role of continuity in pedagogical integration processes is in line with the goal of ensuring uninterrupted progression. The significance of continuity in ensuring the integration of professional competence and quality is emphasized in the context of ensuring the integration of personnel training in a seamless education system. Continuity is fundamental to seamless

education, where integration processes ensure the convergence of various methods, content, and forms of knowledge transmission.

The concept of seamless education was developed in parallel with the modernization of the education system and was formulated by the International Commission of UNESCO in the early 1970s. In our country, a system of inter-subject integration based on the UNESCO system was established in the education system. This ensured the continuity of the education system. In the global experience, the development of cooperation in the "education-society-production" system has proven effective in addressing the issue of the integration of general and vocational education content.

In the process of innovative development, the establishment of a multi-stage training system that ensures the diversity of students' individual development directions holds particular significance. Moreover, specialized education has become a basis for high-quality vocational training in subsequent stages.

List of References Used:

1. Arxipova, M.P. (1982). Pedagogical Integration: Theory and Practice. Moscow: Pedagogika.
2. Berulava, M.N. (1986). Integration Processes in Education. Leningrad: Leningrad State University.
3. Danilyuk, A.YA. (1984). Pedagogical Integration: Methodological Foundations and Practical Implementation. Moscow: Pedagogika.
4. Kubasov, O.P. (1998). Integration of Education and Production in the Context of Modernization. Moscow: Education.
5. Leybovich, A.N. (2005). Integration Processes in Education: Theoretical and Methodological Aspects. Moscow: Prosveshchenie.
6. Medvedeva, N.V. (2008). Integration of General and Vocational Education: Theoretical and Methodological Aspects. Moscow: Pedagogika.
7. Muxametzyanova, G.V. (2012). Pedagogical Integration: Theoretical and Methodological Approaches. Kazan: Kazan Federal University.
8. Oleynikova, O.N. (2015). Integration Processes in Education: Theory and Practice. Moscow: Yurayt.
9. Xudoliy, N.G. (2017). Pedagogical Integration: Principles, Methods, and Technologies. Moscow: Prosveshchenie.
10. Chapaev, N.K. (2019). Integration in Education: Concept and Practical Application. Moscow: Pedagogika.