

## EFFECTIVENESS AND IMPORTANCE OF USING AN INTEGRATIVE APPROACH IN THE EDUCATIONAL PROCESS

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**Abstract:** In this article, the meaning and necessity of the integrative approach in the education system is explained. At the same time, the advantages of the integrated educational process and the importance of its use are explained.

**Key words:** integration, integrative approach, traditional education, skill, complex, competence, labor market, model integration.

## ЭФФЕКТИВНОСТЬ И ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ ИНТЕГРАТИВНОГО ПОДХОДА В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

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**Аннотация:** В данной статье объясняется значение и необходимость интегративного подхода в системе образования. При этом поясняются преимущества интегрированного образовательного процесса и важность его использования.

**Ключевые слова:** интеграция, интегративный подход, традиционное образование, навык, комплекс, компетентность, рынок труда, модель интеграции.

In the modern pedagogical approach, the need to implement an integrative approach in the educational process is felt at every stage of education. The term “integration” was established as a scientific concept in pedagogy in the early 1980s and began to be rapidly introduced into social life, economics, politics, information, and other fields. By the 1990s, the concept of “educational integration” had emerged. In the Development Strategy of New Uzbekistan for 2022–2026, tasks related to the education system have been outlined. In particular, ideas have been expressed regarding the deepening of the integration between science and practice in cooperation with prestigious international scientific centers and higher education institutions.

The issues of ensuring harmony in the content of education are also areas that integration deals with. In education and upbringing, this means generalizing knowledge, concepts, skills, and competencies and organizing them into laws or rules. Educational integration refers to combining the goals and factors of teaching into a unified whole. This involves organizing the systematization of knowledge through the integration of the core elements of educational content: knowledge, skills, competencies, norms, and pedagogical systems. It aims to develop students’ abilities to understand the interconnection and mutual integration among phenomena, concepts, ideas, and theories occurring in technical and technological processes.

It also ensures students understand that these connections help deepen scientific and professional knowledge. Moreover, it develops their skills in theoretically sound and practically purposeful solutions to creative tasks, and in forming goals, criteria, and functions of technical-economic, socio-ecological, and organizational-pedagogical systems based on the knowledge and competencies they acquire through studying various academic subjects. At every stage in

history, the necessity of implementing an integrative approach in the educational process has arisen. In particular, interactive forms and technologies of teaching—such as integrative lessons and methods that encourage critical thinking in students—are rapidly developing. Through the globalization of education, efforts are being made to establish integrated education aimed at cooperative learning among students. The emergence of integrated professions is increasing the role and significance of integrated education in developing the professional competence of future teachers.

Globally, a number of scientific studies and research are being conducted aimed at improving the quality and effectiveness of education through integration in teaching and applying a comprehensive approach. The constructivist theories proposed by L.S. Vygotsky support this approach. He emphasized that students build their knowledge through interaction with the environment and collaboration with peers [1]. This approach, in contrast to the traditional model, focuses more on student-centered learning. For example, in the subject of geography, students achieve better results not by passively listening to lectures, but by participating in practical experiences and group discussions to understand scientific concepts. According to L.T. Akhmedova, an integrated lesson is a specific and unique form of a lesson that not only combines information from various subjects but also saves time [2].

The first institution to provide education based on the integrative approach was the California Institute of Integral Studies, founded in 1968 in the state of California, USA. In the last decade, Ken Wilber's Integrative Institute has also emerged in the USA. Additionally, Rey Juan Carlos University in Madrid, Spain, has begun offering education based on integrative learning principles [3].

Integrated education primarily involves the convergence, unification, and comprehensive teaching of academic subjects that are closely related and compatible with one another. The integration of educational content holds great significance for both teachers and learners. It is one of the key factors in improving the quality of education, enhancing student engagement, reinforcing their knowledge, stimulating strong motivation, and supporting self-development. The integrative approach is the process of deriving a unified and accurate conclusion based on the inseparable interconnection, integrity, and wholeness of countless small elements that make up information. This approach ensures that the didactic system of the knowledge being studied possesses deep meaning, promotes a systematic approach to knowledge, and teaches students the most effective ways of acquiring that knowledge.

An integrative approach is considered a comprehensive and systematic method in educational and instructional processes. It proves useful in implementing systematic analysis research methods and in using both inductive and deductive methods of cognition. It views education and training as a hierarchical system, ensuring the effectiveness of research conducted in these fields [4]. Modern scientific and methodological developments have highlighted the need for interdisciplinary integration in every subject. Alongside the ongoing differentiation of disciplines, there is an increasing demand for the synthesis and integration of scientific knowledge. The integration process requires a new perspective on geography as a discipline, leading to the search for new paradigms. As a result of integration within geography itself, integrative fields such as meliorative geography, recreational geography, and the geography of natural resource use have emerged, linking physical and socio-economic geography [6].

R.V. Konchakovsky identifies four main levels of integration: systematic, model-based, complex, and analytical. According to him:

- Systematic integration is based on the merging of two subjects, potentially leading to the formation of a new scientific field.
- Model-based integration involves the combination of functional and structural models with those of other subjects.
- Complex integration is characterized by the simultaneous, comprehensive description of various social sciences and the interrelation of different levels of their instruction.
- Analytical integration is grounded in the analysis of scientific data, studying achievements in relevant fields, examining their impact on social life, and applying them in practice [4].

L.P. Elkonin also emphasized the importance of integrating school education, considering integration as “a tool for organizing lessons effectively and a means of raising the relationships between subjects to a new level” [5].

Modern pedagogical approaches utilize technology to enhance learning experiences. Blended learning, flexible classrooms, and online resources provide students with greater adaptability to the content of education. Educational technology enables the creation of a personalized learning experience tailored to individual needs and preferences [6]. The integrative approach involves taking into account and relying on knowledge, skills, competencies, and experiences from various disciplines. It aims to develop communicative, professional, and social competence in foreign languages in a balanced and integrated manner. This approach fosters the use of innovative technologies aimed at developing students' communication competence, as well as their skills for independent and collaborative work.

Such an approach has led to a significant improvement in education quality and has increased students' motivation for language learning. As one of the modern and effective educational principles, the integrative approach forms in learners a multifaceted worldview, encourages critical and creative thinking, facilitates faster and easier knowledge acquisition, and stimulates motivation. It not only enables students to apply acquired knowledge in practice, but also helps them develop a holistic understanding of the world and a vision of the interconnectedness of systems.

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