

INTEGRATED APPROACH TO PROFESSIONAL DEVELOPMENT IN HIGHER EDUCATION

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ABSTRACT

Global education, as a macro system, brings together a large number of pedagogical systems that differ greatly in their philosophical and cultural traditions, in the level of goals and objectives, and in their qualitative state. At the same time, many common organizational, substantive elements, values have been formed, which make it possible to consider them as a serious internal consolidating potential, which is reflected in the signing of the Bologna Agreement by a number of European states.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

There was an understanding that the implementation of integration processes traceable in all spheres of human activity should be based on a new educational paradigm in higher education, the essence of which is to achieve fundamentally new goals of professional training at a different level of education of the individual harmonization of human relations with nature through the development of the modern scientific picture of the world by mastering modern methods of scientific knowledge that stimulate intellectual development and enrich thinking. Mankind constantly accumulates scientific facts, seeing it as its main purpose, so the content of a large number of different sciences has long exceeded the limits of human reason and limited the ability of each of us to cover all knowledge. The diversity of sciences has led to the fact that specialists have long ceased to understand each other, and each science, solving their problems, began to develop its own specific language. As a consequence, the further development of scientific knowledge, its study (education) and use has been slowed down, although there is a need for universal specialists and, consequently, for universal knowledge.

Theoretical analysis of scientific literature makes it possible to assert that since the end of XX century in the course of integration processes pedagogical activity has been increasingly in need of expanding the boundaries of narrow specialization. The reform of the educational system revealed the facts confirming the necessity to create a special pedagogical system, fundamental pedagogical structures oriented to universal and generalized knowledge, to form a common culture and to develop the personality's ability for a holistic world view.

At the same time, the unification of scientific knowledge, the purpose of which is to discover the common in different fields of research, has its limits from the methodological point of view, as it is ultimately connected with the emergence of new integrative sciences, their division into other disciplines, which represent another intermediate level of integration between more general sciences and special fields (B.M. Bim-Bad, A.Y. Danilyuk, Yu. Kulyutkin, V.N. Maximova, A.A. Pinsky, V.G. Razumovsky). The fact of the transfer of models and methods of one science to other, respectively, from one academic discipline to another, indicates that in different systems, in essence, there are common logical links. Interrelation of different sciences, individual fields of a particular science is directed to search for principles and criteria for their synthesis, to identify the nature of mutual influence and interpenetration of concepts of different sciences. The influence of interdisciplinary and intra-disciplinary integration on

the desire of scientists to develop systems of notions of specific sciences, as well as determine the methodological functions of general scientific concepts (P.V. Alekseev, M.S. Asimov, E.I. Brazhnik, V.P. Kaznacheev, Yu.)

Analysis and Understanding of Scientific Literature on Integration and Integration Processes (M.N. Berulava, E.V. Bondarevskaya, A.Y. Danilyuk, Y.I. Dik, M.K. Yeniseev, N.Y. Korostyleva, Y.N. Kulyutkin, V.N. Maximova, V.G. Razumovsky, L.V. Tarasov, A.P. Tryapitsyna, Yu. Usanov, G.F. Fedorets, S.G. Shvetsova, etc.) shows that this problem is investigated on philosophical, general scientific and private scientific levels.

At the philosophic level the questions of the essence and nature of integration are solved, the characteristics of integration processes in various spheres of human life are considered, the ways and ways of building theories and pedagogical concepts on the basis of integration are substantiated. At the general scientific level the questions of creation of new scientific directions, their consolidation, synthesis are studied, new levels of integrity of knowledge are revealed through its consolidation, which stimulates the process of penetration of notions, methods, theories of some branches of knowledge into other branches of knowledge, general theoretical positions are extrapolated to new scientific fields of research. At the private scientific level, issues of knowledge integration in individual scientific branches are studied, expressing the most common properties and connections of the phenomena of reality, which point to a certain set of facts and determine the subject of an individual science. Pedagogy, being a theoretical form of mastering reality, is a system of different theories, each of which is reflected in a system of notions and their totality forms its conceptual and terminological system that actively reflects pedagogical reality. As a result, integration is positioned as a general scientific category and is part of the pedagogical science, the integrity of its criteria (human being, personality, individuality, subject, pedagogical process, upbringing, education, etc.) is an open system for integration - an integral process and at the same time a component of a wider system - integration processes in education (L.A. Artemieva, V.V. Artemieva, V.V. Artemieva, V.A. Artemieva, V.V. Artemieva, V.A. Artemieva, V.A. Artemieva, V.A. Artemieva, V.A. Artemieva, etc.). Gavriilyuk, V.I. Zagvyazinsky, I.G. Ibragimov, I.K. Kuramshin, M.I. Mahmutov, G.N. Serikov, L.D. Fedotova, etc.).

State of the problem of integration in pedagogical science, traditions of interpretation of integration as a pedagogical category (religiously esoteric,

Pozupivist - reductionist, dialectical - basic traditions; analytical, synergetic - complementary traditions), the initial basis of which is formed by the corresponding philosophical teachings, show that among the theorists (C. A. Abulkhanova-Slavskaya, B. G. Ananiev, V. I. Andreev, A. C. Arseniev, G. S. Batishchev, M. M. Bakhtin, B. M. Bim-Bad, L. I. Bozhovich, L. P. Buyeva, A. A. Verbitsky, J. C. Vygotsky, E. V. Galazhinsky, E. V. Ilyenkov, V. E. Klochko. Kogan, I.S. Kon, JI.H. Kulikova, A.N. Leontiev, N.O. Loskiy, M.K. Mamardashvili, A.B. Petrovsky, V.V. Rozanov, S.L. Frank, etc.) there is no consensus on the full set of categories of pedagogy and definition of their essence. Being a general scientific category, integration is manifested and functions in pedagogy in a special way, according to the canons of pedagogical systems. The essence of pedagogical integration is in the course of unifying processes through all elements of the educational process (content, forms, methods) to achieve integrativeness, which is expressed in: the expansion of education functions (integrative function); innovative learning (integrated learning); modernization of education (integrated technologies); the result of education (holistic personality). The integration processes taking place in the world stimulate the search for the means to implement integration in education, which by its nature, meaning

and functional load is represented by the institute of human reproduction, and the educational environment becomes the basis for the integration of knowledge and the development of humanistic relations.

The analysis of scientific literature and pedagogical practice and the study of the needs of educational institutions and society for the professional training of modern specialists, taking into account the specifics of integration processes in education, have made it possible to identify a number of contradictions between

- the growth of theoretical knowledge and the absence of system-forming factors that determine its integrity;
- orientation of modern science towards interdisciplinary development and insufficiently studied integration trends in various branches of knowledge;
- the presence of the phenomenon of integration and integration processes in various spheres of human activity and insufficient study of their impact on the development of pedagogical science;
- the need to develop an adequate methodological approach defining the research strategy and the lack of research in the field of pedagogical science methodology summarizing the existing theoretical material on defining the essence, structure and functional support of the integrated approach;
- The growing need of society for specialists of integrative profile with several specializations and the imperfection of the system of training of specialists of this level;
- a social order for education specialists capable of organizing integrated learning, and teachers' unpreparedness to find effective means of forming a holistic picture of the schoolchildren's world, as well as a lack of specialists in integrated learning methods.;
- the existing traditions of professional and pedagogical training of primary school teachers and the lack of a proven system of teacher training ready to organize integrated training that ensures the implementation of integration processes in primary schools;
- new trends in the professional and pedagogical training of teachers and the lack of a proven system for training future teachers to teach a foreign language through an integrated approach.

We believe that the readiness to organize integrated education is a basic feature of a teacher's personality when the paradigm of Russian education changes during its integration into the world system. In the process of existing professional and pedagogical training, there is a contradiction between sustainable educational structures with deep traditions of an enlightening nature and the requirements for the educational process, which ensure the comprehension of the picture of the world as an initial global image of the world, promoting the integration of the individual into society. The sensibility of primary school age to create a holistic picture of the world aggravates the problem of preparing teachers to develop the content of scientific knowledge based on the principle of inter-subject integration, which enhances the perception of culture and intercultural interaction. An integrated approach to professional and pedagogical training of specialists (primary school teachers with the right to teach foreign languages) will ensure the readiness of the future teacher to organize the integrated training of junior pupils as part of the implementation of integration processes in the pedagogical system (primary school), if:

- The content of scientific ideas about integration and integration processes as scientific phenomena is disclosed;
- the essence of integration as a pedagogical category is grounded;
- the grounds of pedagogical integration are singled out and the factors of its realization are determined;

- the peculiarities of the course of integration processes in vocational education are determined;
- the need for an integrated approach to the professional and pedagogical training of specialists for educational institutions has been justified;
- the essence has been defined and the structure of readiness of primary school teachers for the organization of integrated training of junior pupils has been developed;
- the system of professional-pedagogical training of primary school teachers with the right to teach a foreign language was modeled and tested.

In research the contents of scientific representations about integration and integration processes as scientific phenomena have been revealed. Justified the essence of integration as a pedagogical category. The bases of pedagogical integration have been determined and the factors of its realization have been determined. The features of course of integration processes in vocational training. The necessity of the integrated approach to vocational and pedagogical training of specialists for educational institutions has been proved. The essence has been determined and the structure of ready-made training has been developed.

The world development, as a component of a world policy and economy, integration tendencies have activated social process of education of integrity from parts, systems from elements - integration process (association of the states in integration groups for achievement of the general purposes, integration communities) which acts in the form of the form of cooperation, and its result is legitimately represented by integral education of previously separated elements. Integration processes today are intensified by the paradigm shift of education in the course of its integration into the world system, which requires preserving the traditions of the national school. On the basis of the world integration processes, a single educational space is created, unified standards of education quality are adopted, and the principles of comparability of curricula, degrees and diplomas of education are introduced. Integration in education and the ongoing integration processes are accompanied by a description and explanation of the essence of different sides of the pedagogical phenomena in the framework of the general theory of integration, which will be achieved with the unity of terms (notions) that reveal the content of this scientific phenomenon.

Evolution of modern knowledge is represented by the processes of its differentiation, systematization and integration on the basis of obtaining an array of objective information about the world and their conceptual processing taking into account the specificity of the subjective factor, which results in the creation of many forms of reflection of reality. Integration is conditioned by interpenetration of elements of different fields of knowledge, growth of their generalization, comprehensiveness, comprehensiveness, organization that requires a unified system of cognitive means. A special form of knowledge integration is a holistic picture of the world as a structured, internally consistent gnoseological integrity, which will be formed in the course of the implementation of a holistic pedagogical process that promotes systemic and structural links between any subjects of the world by means of intercultural interaction.

Integration, permeating all elements of education and substructures of pedagogical activity, is a mechanism for the development of pedagogical science. As a pedagogical category, it reflects the dual process of universalizing elements and harmonizing their links, leading to a predictable result. Integration should be regarded as a pedagogical category through the manifestation in education of a multitude of interrelated structural components of the pedagogical system, united by a single educational goal of forming a multidimensional human integrity in the context of the implementation of integrative and pedagogical activities, the result of which is

represented by personal neoplasms characterized by relative stability, certainty and completeness.

The essence of pedagogical integration shall be determined through the object of pedagogical science (pedagogical systems of different levels based on the idea of integration); through the subject of pedagogical science (pedagogical conditions of integrated pedagogical systems functioning); through interaction of pedagogy with other sciences (integrated methods of cognition).

The complexity of the practical application of integration is due to the lack of actually functioning mechanisms for integrating scientific knowledge, which makes it possible to see the common among fragmented facts and to understand their causal relations. The common grounds of unification, mutual supplementation, unification of the disparate parts of scientific knowledge represent the grounds of science in the form of a set of ideas, by means of which the principles of scientific cognition (philosophical foundations of science). The basis of integration is a form of systematization of knowledge that mediates the influence of philosophical categories and principles on specific scientific theories, presented as a scientific picture of the world, which is formed by the dialectical synthesis of knowledge reflecting the essence of the most common relationships in nature, society, individual, the world as a whole. The initial cumulative ontological basis of pedagogical integration are polysystems, polystructure, heterogeneity of pedagogical activity; the gnoseological basis is the system of pedagogical knowledge. Grounds determine the potential possibility of integration processes, being their prerequisites. Factors (external factors cause the need for science to interact; internal factors activate the introduction of innovative teaching tools) initiate the implementation of pedagogical integration processes. The organizational aspect of integration processes in education requires the development of concepts of pedagogical systems; the content-methodological aspect requires the selection of criteria for the design of integrated content; the structural-technological aspect requires the definition of quality assessment criteria for education.

The integration process in education, having its own characteristics, is expressed as a result of the formation of multidimensional integrity of the personality, which requires the creation of conditions for the implementation of integrative and pedagogical activities. Preparation for its implementation should be carried out in stages (preparatory, introductory and corrective, operational, control and evaluation) using integrated technologies (integrated education technology), which set the conceptual basis for the professional training of students - future teachers. The integrated content of professional and pedagogical training should be aimed at developing the ability to solve pedagogical problems of different complexity on the basis of integrated knowledge. The resolution of the contradiction between the requirements of the social order for integrative specialists and the existing practice of pedagogical training is achieved by implementing an integrated approach.

Against the background of the increasing complexity of society's requirements to the personality of primary school teachers, there are changes in the process of their professional and pedagogical training, focused on the result of the organization of integrated learning in primary school, which is a process of forming a holistic picture of the world of a pupil. Specialists in the integrative profile become aware of the essence of integrated learning when project situations are simulated in the learning process, stimulating the need for future teachers to organize the organization of foreign language training for primary school students on the basis of inter-subject integration. The integrated approach is a principled methodological

position that expresses the interrelation of the methodological base (a set of ideas of pedagogical science), the system of guiding principles (the content side of the existing methodological base) and ways of implementing integration processes in education. The integrated approach to the professional and pedagogical training of future primary school teachers with the right to teach a foreign language should be implemented by a set of principles of organization of foreign language education, which in practice is expressed in various forms and methods (integrated lesson, integrated education technology).

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