



Available online at www.cajssh.centralasianstudies.org
**CENTRAL ASIAN JOURNAL OF
SOCIAL SCIENCES AND HISTORY**

Journal homepage: www.http://cajssh.centralasianstudies.org/index.php/CAJSSH



Integration of Pedagogical Approaches and their Application in the Educational Process

Ravshanbek Mavlonov

Namangan Engineering Construction Institute

Annotation:

The article discusses the application of pedagogical approaches in the educational process, their integration. The issues of formation of students' educational and cognitive competencies and thinking in the study of the subject based on the integration of competence-based, technological and action approaches are covered.

ARTICLE INFO

Article history:

Received 25-Apr-22

Received in revised form 28-Apr-22

Accepted 15-May-22

Available online 4-Jun-2022

Keywords: pedagogical approaches, education, integration, teaching and learning competencies, thinking, information technology.

The goal of a modern education system is to enter the global manufacturing space. This process leads to significant changes in pedagogical theory and practice of the educational process.

Due to the continuous improvement of educational technologies, the amount of knowledge, skills, abilities and their application, which must be acquired by a highly qualified specialist, is constantly growing. Along with the level of social consciousness, professional knowledge and skills of the society, the level of general culture is also increasing significantly along with the pace of scientific development [1].

Technical progress has become incompatible with forms of human life. This requires not only raising the level of knowledge, but also constantly training the specialist and shaping his thinking, incorporating it into the rapidly changing economic, technological, social and information processes of today. This requires the inclusion of educational technology in the teaching process.

Educational technology is a whole set of problems related to the goals, content, organization and

conduct of the educational process. The system of methodological, didactic, psychological and pedagogical approaches that optimize and manage it, the principles and methods of increasing its effectiveness, making the necessary changes in student activities: a special combination of teaching methods and techniques, requires the achievement of planned results.

The use of educational technologies requires the inclusion of diagnostic chains of educational content, didactic processes and organizational forms of education in the project of the process of formation of the student's personality. The components of the didactic process are the motivation of the student as a sustainable interest in learning activities, as a result of which new knowledge is acquired, the methods of which are guided by the teacher, depending on the purpose of education. Didactic technologies of education are ensured by the use of three components of the didactic system: didactic processes, organizational forms and competence of teachers.

Many universities in Europe and Asia have a multidisciplinary model based on the integration of pedagogical approaches and their application in the educational process, interdisciplinary integration, the creation of interdisciplinary teams of professionals and student participation in interdisciplinary projects. The integration of pedagogical approaches with a broad scientific and professional basis in educational practice is aimed at training specialists ready to develop in the field of science, topology [2].

In the modern sense, the quality of vocational training is determined not only by the professional, but also by the willingness and ability to use the acquired professional competencies to solve interdisciplinary applied scientific problems that contribute to sustainable development at the national, regional and territorial levels. This involves updating the composition of highly qualified specialists and their training methodology in higher education institutions, taking into account the requirements of interdisciplinary integration and the realities of sustainable development [3].

Integration is the joining of individual pieces or elements together, becoming a whole, rounding up [1].

Interdisciplinary integration in higher education should be defined not only by the traditional combination of academic disciplines, blocks, complexes or science links, but also by its new essence of population growth, informatization, scientific approach and interdisciplinary interdependence, socio-economic integration in the labor market and other socio-cultural conditions. characterized by the implementation of the integration of pedagogical approaches to the content of the sciences. The professional activity and technology of future specialists, current practical problems, as well as the coordination of teaching and learning processes in higher education or the didactic presentation of the essence of psychological and pedagogical aspects of interdisciplinary integration in the philosophical disciplines [4].

The content of these tasks is characterized by different levels of integration of educational content, which allows to clarify the essence of different types - horizontal and vertical integration.

Horizontal integration suggests the study of problems related to the subject of two or three disciplines at the same time within one subject, or the solution of practice-oriented tasks, as well as finding common content and methods of holistic viewing of the problem being studied.

In the process of vertical integration, not narrow professional tasks, but interdisciplinary tasks (projects) are solved, and many studied disciplines contribute to their development.

As mentioned above, a necessary requirement for designing the content of interdisciplinary tasks is their true socio-professional and scientific-practical direction. Thus, the content of the developed tasks should include the processes of integration in the socio-cultural, economic spheres, the mobile problems of mankind, the psychological and pedagogical level, interdisciplinary integration as a process and outcome, the development of educational content on an interdisciplinary basis [5].

The application of pedagogical approaches in the educational process, their integration solves the problem of sustainable development. To improve the quality of professional development in students with appropriate competencies, problem-based research and active methods, case method of projects, experiment, information technology are used [6].

In the study of academic disciplines based on the integration of competency-based, technological and action-oriented approaches, it is necessary to improve practice-oriented training to form students' educational and cognitive competencies and thinking.

LIST OF REFERENCES:

1. Annotated dictionary of the Uzbek language. –Т. I - М ..: Russkiy yazyk, 1981.-p. 380.
2. Йўлдашева Д. Таълим мақсадига мувофиқ келадиган таълим мазмунини белгилаш имкониятлари // Узлуксиз таълим. Тошкент, 2007 № 2. 25-бет
3. И.А.Майзель. Интеграционные процесс в науке история и современность // Диалектика как основа интеграции научного знания: Межвузский сб/ Под ред. А.А.Корольского, И.А.Мозел и др. ЛГУ, 1984.
4. Mavlonov R. A. Qurilish konstruksiyasi fanini fanlararo integratsion o'qitish asosida talabalarni kasbiy kompetentligini rivojlantirish metodikasi //Oriental renaissance: Innovative, educational, natural and social sciences. – 2021. – Т. 1. – №. 9. – С. 600-604.
5. No'manova S. E. Ta'lim jarayonida talabalarning amaliy bilimlarini rivojlantirish metodikasi //Oriental renaissance: Innovative, educational, natural and social sciences. – 2021. – Т. 1. – №. 9. – С. 585-589.
6. No'manova S. E. Qurilish materiallari, buyumlari va konstruksiyalarini ishlab chiqarish //Oriental renaissance: Innovative, educational, natural and social sciences. – 2021. – Т. 1. – №. 9. – С. 605-608.