

## Impact Factor:

ISRA (India) = 4.971  
ISI (Dubai, UAE) = 0.829  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIHII (Russia) = 0.126  
ESJI (KZ) = 8.716  
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](https://doi.org/10.1/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

## International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 02 Volume: 82

Published: 21.02.2020 <http://T-Science.org>

QR – Issue



QR – Article



**Rukhiya Kaxxarovna Ashurbayeva**  
Bukhara State Medical Institute

Assistant of the department of Uzbek language and literature

## THE CONCEPT OF INTEGRATION AND ITS APPLICATION IN EDUCATION

**Abstract:** This article gives an overview of the concept of integration and outlines the types of integration. It also talks about the principles and importance of using integration in research and education based on integration.

**Key words:** integration, methodology, integrated education, education system, skills, system, communication, innovative technologies.

**Language:** English

**Citation:** Ashurbayeva, R. K. (2020). The concept of integration and its application in education. *ISJ Theoretical & Applied Science*, 02 (82), 83-86.

**Soi:** <http://s-o-i.org/1.1/TAS-02-82-15> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.02.82.15>

**Scopus ASCC:** 3304.

### Introduction

The organization of the lesson-based learning process is an emerging notion that the modern world methodology is an important factor in the formation of the younger generation's worldview. The organization of the lesson process based on the principle of integration, rejects the traditional course. The concept of integration is not a particular focus of today's or yesterday's methodology. The root of this is the life of the great geniuses of our own land: the great medical genius Avicenna, the great mathematician al-Khorezmi, and the world leader who has used pragmatics of words - Alisher Navoi. We can see that they are not limited to a single science. This is because interdisciplinary interdependence is a combination of elements based on irreconcilable laws. Our view is in agreement with Fariduddin Attor's statement: "There is no small thing on this earth, everything is interdependent and complementary." [1] The great didactic Jan Amos Komensky mentioned: "Everything related to each other must be studied in the same way." [2]

### II. Literature Review

Many scientists have worked on the concept of integration: Y.A. Kamensky, A.S. Makarenko, N. K. Krupskaya, V. A. Sukhomlinsky, D.B. Elkonin, V. Davidov, D. Dewey, G. Freezing, E. Hoffman, and others.

In their research Kulnevicha S.V., Lakocenina T.T. mentioned an idea of integration in Contemporary Lesson Analysis: "Integration is the integration of deep learning into one learning material as much as possible."

Integrating education as a didactic principle in the pedagogical process. The use of an integrated approach in the system of secondary and higher vocational education by Daniluk is studied by A. Artemyev, M. N. Berulava, I. G. Eremenko, E. V. Bondarevskaya, and A. Slastenin and others.

Establishment of interdisciplinary and these type of approaches in the pedagogical process, the development of integrated courses, blocks and modules have been the subject of scientific research by A. Ignatova, V. Maksimova, N. Belyankova, I. Bogatova and others.

### III. Analysis

Regarding the term integration, the term "Interpretation Dictionary of the Uzbek Language" explains the following: "INTEGRATION [lot. Integration-recovery, restarting, replenishment] 1. Concept that describes the interconnectedness of individual components and their combination. The process of convergence and interconnection of sciences." [3] Integrity, formed by the combination of several elements in order to formulate a concept in the term integration, provides a deeper understanding of

## Impact Factor:

**ISRA (India) = 4.971**  
**ISI (Dubai, UAE) = 0.829**  
**GIF (Australia) = 0.564**  
**JIF = 1.500**

**SIS (USA) = 0.912**  
**PIHHI (Russia) = 0.126**  
**ESJI (KZ) = 8.716**  
**SJIF (Morocco) = 5.667**

**ICV (Poland) = 6.630**  
**PIF (India) = 1.940**  
**IBI (India) = 4.260**  
**OAJI (USA) = 0.350**

the subject matter. Interdisciplinary links bring sciences closer together and complement each other. Integration in education is as an interaction of pedagogical, socio-cultural, socio-political and economic factors in the development of the education system and the co-existence of traditions and innovations in the field – learning by the R.N. Averbux, N.P. Litvinova has been an important factor in the development of the education system.

The integration of educational content (MN Berulova), the integration of the education system (VV Bolgov), has done investigate as a tool integrating for organize primary education. As well as in articles such as , Sh. Yusupova, D. Rajabova "The Methodology of Integrated Lesson Organization Techniques" (Interdisciplinary Education in native language and botany), B.S. Articles such as Abdullayeva's "About Types of Interdisciplinary Relevance", U.Musayev's "Levels of Integration", and D. Yuldosheva's "Opportunities of Defining Educational Content to Compatible for The purpose of Education" provided information about the concept of integration and the importance of integration .

On the basis of research, can be separated several types of integration in education:

- 1) Integration of education topics.
- 2) Integration of scientific approaches, methods, practices and technologies into education
- 3) Integration of theoretical education and practical activities.
- 4) Integration of different types of educational activities into the system of continuous education in the open educational space (preschool, general, higher, postgraduate, basic, additional, etc.).
- 5) Integration of different participants of the educational process into a single education system (including teachers, students and parents' communities, integration of special social and cultural groups (disabled, immigrants, etc.).
- 8) Integration of all participants in the field of culture and education.
- 7) Integration of internal education into a single global process.

Some researchers also classify integration into:

Interdisciplinary integration - is the integration of concepts within a single subject into individual themes.

Interrelated integration - is the synthesis of facts, concepts, principles, and so on. Two or more subjects that a teacher should use in preparing an integrated lesson;

Trans-interpersonal integration - trans-theme - Synthesis of basic and additional components of education Trans description: Trans ... [lot. behind; through; between; during] International is the first part of a joint statement, which means: 1) any space, moving through space, crossing it (for example, transatlantic);

2) to go from one thing to the other, to be located (for

example, transurans); 3) indication of something in the medium; designation, delivery (e.g. transliteration).

The use of integration types in the classroom depends on the objectives of the lesson. The educator chooses one of the types of integration in the subject matter knowledge.

Within the framework of pedagogical integration there are common scientific and private methods of scientific integration. It is connected with the use of common scientific forms and means of learning in the learning process. It includes the following types of integration:

- conceptual (the concept of integration is a common theme in several themes)
  - figurative concepts (forming holistic ideas about objects, events, people, the world)
  - problematic (combining different concepts into common problems);
- methodology type (common types of integration process, takes place using methods of activity);
- methodological (uniting different facts, phenomena, theories, concepts and perceptions of the world)

Important aspects of integrating educational content are addressed at the level of pedagogy theory and practice. Integrated programs on elementary education, fine arts, and natural science are created in the Republic of Uzbekistan. Ways to promote interdisciplinary communication include:

- the sequence and sequence of learning of various disciplines should be chosen over time so that one can facilitate learning of the other;
- providing the same approach to building common understanding, skills and abilities;
- providing the unity of knowledge and skills required for acquiring skills
- wide use of knowledge, skills and abilities of other disciplines in the acquisition of knowledge, skills and competencies in one subject.

The reasons for the establishment of the Intellectual Education Process are as follows:

- avoid uniformity in the educational process;
- prevention of decrease in interest in the educational process;
- to develop logical and creative thinking;
- to draw the correct conclusions from the reality;
- be able to think independently;
- be aware of innovative technologies;
- Have your own vision and so on.

Achieving the goal of an integrated lesson is an indication of how well the teacher organized the lesson. It should be noted that the learner must be able to prove the importance of the integrated lesson, first of all, the ability of the teacher to be creative, to demonstrate interdisciplinary or interdisciplinary

## Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

links. Improper use of integration during the lesson can lead readers to deviate from the topic and fail to master the topic. They can also be distracted and tired. An integrated lesson should be persuasive, well-grounded, and capable of fully explaining the essence of the topic, otherwise the lesson will not achieve its intended purpose. It is important to keep in mind the timing of the integration process as well. Other information that needs to be understood as complementary to the subject matter of the integration process should be as brief, justified and relevant as possible.

### IV. Discussion

There are the following types of organization of an integrated learning process:

- Coordinated (knowledge of one subject is based on knowledge of another subject) - such lessons are focused on solving a common problem of different disciplines. They do not form a holistic worldview.
- Combined - similar lessons are built on the same organizational theme, combining multiple objects together to explore the same problem from different perspectives.
- Amalgamated - problem-solving, lessons learned from different perspectives using knowledge from different areas. They should be based on the study of life experience or general social problems.

An integrated lesson will encourage the student to think logically. Integrated lessons can enhance the interest of the student in the lesson, help to shape their world outlook, increase their imagination, and move away from homogeneity. It is wrong to consider the subjects in the educational process as primary or secondary. After all, each discipline is effective when it is based on the integration principle.

Whether we want it or not, today's student is living in a time of intense growth. Formation of their comprehensive worldview and development as a competitive person in line with international standards

will ensure the training of qualified specialists in the future. Therefore, the teacher should be aware of all the concepts available to the learner in the learning process and be able to organize lessons based on the integration of the learning process. This, in turn, should give the teacher a clear understanding of the science that connects their subject. The student gets the quality of the teacher as a "teacher" and feels responsible for the assignments given by him. We know that the respect for the teacher's personality depends on how the teacher organizes the lesson. The question may be asked. What can an Integrator-based teacher give?

- the teacher can easily convey the essence of the topic to the students;
- to combine certain elements and fulfill the requirements of DTS;
- works on its own;
- improving the quality of knowledge of students;
- learning creativity

### V. Conclusion

In summary, the organization of an integrated learning process is of particular importance to today's education content and education system. In Turonzamin, where many great geniuses, such as Beruni, Al-Khorezmi, Avicenna, Alisher Navoi, Zahiriddin Muhammad Babur, and other great geniuses, the world is no longer able to see such great people. One of the reasons we think it is because we are confined to one subject. After all, the learner can see the whole, only if he can combine all the elements. An element ensures that an understanding of the whole within a single concept makes sense. However, it should be noted that the wrong element does not complement each other, and it prevents proper judgment. Therefore, a well-integrated approach to the learning process, with a clear understanding of the essence of integration, will ensure the quality of education.

### References:

1. Ro'zimuhammad, B. (2002). Series of great persons. *Ma'rifat*, №26, p.6.
2. (2008). *Explanatory dictionary of the Uzbek language "National Encyclopedia of Uzbekistan"*. (p.49). Tashkent: State Scientific Publishing House.
3. Askarova, O., & Egamberdieva, G. (2007). *"Integration in Elementary Education."* Namangan.
4. Romanovskaya, A. L. (n.d.). *"Methodology for conducting integrated lessons in college"*.
5. Safarova, R., Musaev, U., Musaev, P., Yusupova, F., & Nurjanova, R. (2005). *Problems of the strategy of general secondary education in the Republic of Uzbekistan and models of educational content, ways of their implementation*. (p.187). Tashkent: Publishing of "Science" Academy of Sciences of the Republic of Uzbekistan.
6. Musaev, U. (2002). Degree of integration. *Public Education*, №.6, p.5.
7. Sayidahmedov, N.S. (2003). *Integrated technologies in higher education*.

**Impact Factor:**

**ISRA (India) = 4.971**  
**ISI (Dubai, UAE) = 0.829**  
**GIF (Australia) = 0.564**  
**JIF = 1.500**

**SIS (USA) = 0.912**  
**PIHHI (Russia) = 0.126**  
**ESJI (KZ) = 8.716**  
**SJIF (Morocco) = 5.667**

**ICV (Poland) = 6.630**  
**PIF (India) = 1.940**  
**IBI (India) = 4.260**  
**OAJI (USA) = 0.350**

8. Yuldashev, J. (1995). *Education Abroad. Integrated and Special Courses*. Tashkent: "Sharq".
9. Yuldasheva, D., Ashurbayeva, R., Asadova, S., & Yusupova, D. (2019). Use of an Integrative Research on Education System. *International Journal of Recent Technology and Engineering (IJRTE)* ISSN: 2277-3878, Volume-8 Issue-4, November 2019.
10. Gaybullayeva, N.I. (2019). Classification of thematic groups of medical euphemalism. *European Journal of Business & Social Sciences*, ISSN: 2235-767X. Volume 07 Issue 05 Volume May. 2019, pp. 1721-1733. Impact Factor 6,76.
11. Gaybullayeva, N.I. (2018). The usage of euphemisms in the speech of doctors. *International journal of research in humanities, Arts and literature (IMPACT:IJHAL)*, pp.525-532. IMPACT Factor. 3.7943.
12. Abuzalova, M.K., & Gaybullayeva, N.I. (2019). Medical Euphemisms' Ways of Formation and their Attitude towards Related Events. *International Journal of Recent Technology and Engineering (IJRTE)* ISSN: 2277-3878, Volume- 8, Issue- 3S, October 2019, pp. 494-497.
13. Abuzalova, M.K. (2015). The universality of the forms of Uzbek language clauses. *IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT:JURNAL)* ISSN(E):2321-8878; ISSN(P):2347-4564, Vol.3, Issue 10, Oct. 2015,105-108.
14. Nazarova, D. (n.d.). *The interpretation of educational ideas in the poems of Jamal Kamal*.
15. Nazarova, D. (2019). Literary Motives of Sufizm and Spiritual, Moral Ideas in the Lyrics of Jamal Kamal. *International Journal of Recent Technology and Engineering (IJRTE)* ISSN: 2277-3878, Volume-8, Issue-3S, October 2019.
16. Akhmedova, M., & Baqoyeva, M. (2019). Analysis of "Spirituality" Category and its Structure in the English Language. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)* ISSN: 2278-3075, Volume-8, Issue-9S3, July 2019.
17. Kholikova, N.N., & Saidov, K.S. (2019). Observation and Analysis of the Peculiarities of English and Uzbek Detective Genre (in the Examples of J.H.Chase's Works. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)* ISSN: 2278-3075, Volume-8, Issue-9S3, July 2019.
18. Kadirova, N. S., & Akhmedova, Sh.N. (2019). Style and skill: critic's artistic ability. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)* ISSN: 2278-3075, Volume-8, Issue-9S3, July 2019.
19. Sohibova, Z., & Quvvatova, D. (2019). Symbolic description of the year seasons in Uzbek poetry. *International Journal of Innovative Technology and Exploring Engineering*, Volume-8 Issue-9S3, July 2019. 363-367-b. (ISSN: 2278-3075 Website:www.ijitee.org).