

## **Pedagogical-Psychological Possibilities of Improving the Integration of Higher Education and Schools of General Education**

**Saidova Zilola Gadoymurodovna**

Independent researcher of Bukhara State University

### **ANNOTATION**

The theoretical foundations of the problem of school and university integration as a factor in the development of a new educational system in modern conditions of modernization of domestic education are considered; various approaches to understanding the essence of the concept of "innovation" are revealed, it is emphasized that only in the holistic interaction of school and university is it possible to form a creative, competitive personality.

### **INTRODUCTION**

In modern conditions of integration into the world community, the role of education has significantly increased, which research scientists A.G. Asmolov, V.S. Lednev, V.V. Rubtsov, D.I. Feldstein, V.D. Shadrikov and others consider it not only as a way of transferring knowledge, skills and abilities, but as a way of developing a personality, since the result of the educational activities of the Uzbek school today is the personality of the student and the development of his qualities and abilities.

### **MATERIALS AND METHODS**

At the same time, it should be noted that the traditional strategy of education, limited to the choice of the necessary knowledge, skills and abilities, to a certain extent hindered the development of the child as a person of culture, morality and reduced the need for the individual to accept universal and cultural values. The reasons for this were the general deterioration in the quality of education in the country, its pragmatic orientation, the decline in the spiritual and moral culture of society as a whole, the use of reproductive technologies in education, and in the time of renaissance, the practical abandonment of education.

Education in the modern world and in Uzbekistan performs not only social functions, it acts as a humanitarian and integrated human activity. The following strategic goals for the education and upbringing of young students have been defined: overcoming the socio-economic and spiritual crisis, ensuring a high quality of life for the people and national security; restoration of the status of Uzbekistan in the world community as a great power in the field of education, culture, science, high technologies and economy; creation of a basis for sustainable socio-economic and spiritual development of Uzbekistan.

### **RESULTS AND DISCUSSION**

So, today it is necessary to realize that the future development of Uzbekistan depends not only on a deep restructuring of the country's economy, as A.M. Kondakov, but above all from the multifaceted socio-cultural modernization of the entire Russian society, from the development of human potential, the education of a new generation of Russians. The new social order predetermines the central role of education in solving the most important national

tasks, makes it necessary to rethink the goals and values of education, its role in meeting the life aspirations of students from modern positions; systems of educational results that determine the quality of education in its modern sound. This task necessitated the development of a new in spirit and letter educational standard for general education. It should ensure the transition from a catching up to a leading model of social development, building a civil society in our country [1, p. 18].

At the present stage of modernization of education, it is necessary to take into account that the education system at the beginning of the 21st century is at such a stage of its development, when in the pedagogical reality the trends of innovative development of subjects of education, which are connected by integration processes, are quite clearly identified. Today, integration educational programs and training courses are being developed; integrated learning technologies are being introduced; integrated lessons, seminars, lectures are held; educational institutions of an integrated type are being created (complex schools, lyceum schools, gymnasium schools, boarding schools, etc.). All this allows, according to V.N. Maksimova, to consider integration "as a principle and factor in the development of modern educational systems" [2]. At the same time, V.N. Maksimova emphasizes [2] that the problem of integration in education can be considered from the standpoint of two essential characteristics of education:

1. education as a form of reflection of integrative trends in the development of science and culture in general, a unified picture of the world in order to form an integral system of knowledge of the young generation about the world;
2. Education as an integrative community of human activity, the subject of which is the development of a growing person in the system of his connections and relations with the world.

According to V.N. Maksimova, the first position reveals integration in science as a fundamental basis for transforming the content of education.

In our opinion, the second position in the context of the modernization of Russian education is extremely significant, since in the modern education system the personality of a growing person is considered as the main value of the family, school, society, state.

Thus, integration as a factor in the development of a new educational system is a complex scientific, pedagogical and social problem that requires a timely solution. An analysis of the literature has shown that in modern studies, integration acts as the most important methodological category.

Methodological and theoretical problems of integration are reflected in the works of B.M. Kedrov, V.P. Kuzmin, V.A. Lektorsky, V.N. Stepina, M.G. Chepikova, B.Ch. Yudina and others. Thus, B.M. Kedrov emphasizes that individual global problems must themselves be brought into interconnection and form a single universal global problem, the object of which will be the whole world [3].

At present, this general scientific category has been adapted to the context of pedagogical science. In pedagogical studies by V.S. Bezrukova, M.N. Berulava, A.Ya. Danilyuk, N.I. Kondakov, S.A. Pisareva, Yu.S. positions of "integrity, consistency, complexity"; as "principle, process and result"; as "the unification of disparate parts into a whole". At the same time, one cannot but agree with the opinion of A.Ya. Danilyuk, who believes that these

characteristics do not sufficiently reflect the specifics of integration as a pedagogical phenomenon. The reason for this, according to the researcher, is that the perception of integration is limited to a certain extent; integration is not always seen as a dialectical process; integration is often opposed to differentiation [4, p. 229].

Integration theory owes its birth to the theories of integrity and consistency. The principle of consistency emerged as a holistic approach to the objects of research. This was reflected first in the understanding of the whole (integrity), and then it was developed and concretized in the concepts of system and organization.

The essence of systems theory lies in the search for integrity, the nature of their formation, and factors for maintaining stability and self-development. According to N.I. Kondakov, the concept of integration is included in the theory of systems. Here it means “the state of interconnection of the individual components of the system and the process that determines such a state” [5, p. 203].

As the study showed, the integration of scientific and pedagogical ideas with practice arises as a result of the activities of a creative group, association, educational institution or experimental site. Integration (lat. Integer - complete, integral) is the most important way to achieve the integrity of any systems, including pedagogical ones.

In recent years, attempts to develop the processes of integration of various educational institutions have become quite intensive. The integration of educational institutions in modern Russian education is one of the most popular and promising areas of innovation processes that should contribute to the transformation of the system of education and upbringing of youth in Uzbekistan as a whole.

The issues of integration of educational institutions are considered by A.V. Alferov, V.P. Kuchkin, V.V. Lenchenko, N.B. Fedorov and others. The problem of creating pedagogical complexes "school - university" is studied by V.V. Arnautov, E.V. Bondarevskaya, L.A. Ivanova, N.K. Sergeev, A.S. Ternova, I.N. Shipulin, etc.

We analyze the leading concept of the study “integration” in the context of the goals and objectives that today face pedagogical science and school practice.

The National Educational Initiative “Our New School” emphasizes that the modernization of both higher education and general education should be carried out in advance and predetermine positive changes in society, the development of which largely depends on how much the level of education, general culture, professionalism, competence, civic engagement, patriotism and responsibility of pupils and students, as well as how effectively integrative processes in education will be implemented.

In our opinion, the creation of integrated educational and scientific complexes, such as "school - university", allows solving the problem of continuity between school and university, enables students to gain more fundamental knowledge in various subjects, to exchange personnel between universities and schools, to improve the qualifications of teachers and education specialists.

The identified regularities were taken into account when creating the concept of development of the integration strategy "school - university", which is based on the innovative and integrative paradigm of education developed by us [6], suggesting that the development of integrative relations between the school and the university determines not only the general

course of development of education, but also the development of the individual in the conditions of innovative activities of the school and university.

A modern school alone cannot prepare a competitive, successful, creative, competent person. This is possible only in conditions of close cooperation with the university.

An important conceptual provision in the formation of a strategy for the development of an innovative and integrative complex "school - university" is the ratio of fundamentality and professional specialization in personnel training. A specialist trained at school and at a university within the framework of continuous professional education under the programs of primary, secondary and first stage higher professional education will be more in demand in the labor market and more competitive.

Taking into account the identified trends made it possible to formulate requirements for the content of the fundamental nature of education, in particular lifelong professional education, which are based on the provisions of continuity, the universalization of education, the advanced development of the quality of educational systems and the idea of the higher education system as a mechanism that controls the entire process of fundamentalization of lifelong education. The proposed scientific and organizational foundations and the implementation in practice of the mechanisms of integration "school - university" contribute to ensuring the high quality of education, the development of culture and a healthy lifestyle of schoolchildren and students.

The experience of the joint work of the school and the university made it possible to identify one of the most serious difficulties in ensuring the continuous educational process of schoolchildren who want to get a higher education. Until now, there are scientific, methodological and organizational problems in the preparation of schoolchildren, which do not allow to fully take into account the requirements set by universities for applicants. In some aspects, these problems are not only not solved, but even worsen over time. In particular, a graduate of a secondary general education institution, even having fully mastered the school curriculum, is often forced to resort to additional educational services. There are fundamental differences in pedagogical technologies and teaching methods at the university and at school. A secondary school graduate, as a rule, does not possess the general educational skills and abilities necessary for a university, and turns out to be unprepared to master training courses at the first stages of education. Creation of schools of various directions, in particular, schools-complexes on the basis of universities, is one of the ways to solve this problem.

## CONCLUSION

Thus, the integration of school and university as a factor in the development of a new educational system is carried out at all levels of the functioning of this system, from external organizational structures to internal emotional and personal manifestations of a growing person as a subject of educational activity.

In conclusion, in the process of mutual integration in the educational system, implementation of the following, in our opinion, can be more effective:

- organization of an official online program for young researchers and research students, taking into account the distance from the center in choosing a scientific supervisor and conducting joint scientific activities;

- to further increase the visit of foreign scientists to higher educational institutions and to implement the organized meetings not only in an official way, but in a friendly, family-like, realistic way;
- developing and implementing a plan of measures aimed at creating a scientific and natural environment based on free relations in order to create convenience for young researchers and researchers in the matter of choosing a scientific supervisor;
- Taking into account the published articles, it is appropriate to pay attention to a number of issues, such as publishing scientific topics awaiting a new solution in journals under the jurisdiction of the High Attestation Commission with the possibility of free choice. After all, we must not forget that any action taken bears its positive fruit, and it is beneficial for both the individual and the society.

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