

THE THEORETICAL FOUNDATIONS OF THE INTEGRATION OF THE EDUCATIONAL PROCESS

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ABSTRACT

This article is devoted to analyzing the theoretical foundations and practical significance of integrating the educational process. The main objective of the study is to identify the opportunities for developing the professional competence of future technology education teachers through the integration of general professional and specialized subjects. The article provides a scientific and theoretical justification of the essence and meaning of the concept of integration, the stages of its implementation, and its interrelation with the competence-based approach. Methodologically, the study relies on theoretical analysis and comparative approaches, examining the perspectives of various pedagogical schools as well as the views of foreign and local scholars. On this basis, the inter-subject, intra-subject, and interpersonal levels of integration were identified, and their role in professional education was revealed. The results indicate that an integrated approach enables students to combine theoretical knowledge with practice, fosters creativity and critical thinking, and helps develop collaboration and communicative skills. According to the conclusions of the study, an educational process organized on the basis of integration not only develops professional knowledge and skills but also serves as an important factor in shaping students into specialists who are adaptable to the modern labor market and possess innovative thinking. The practical significance of this approach lies in its potential as an effective mechanism for improving the quality of education in pedagogical higher education institutions, modernizing curricula, and fostering technical and technological competencies among future teachers.

Keywords: Professional competence, pedagogical integration, integrative approach, innovative technology, interdisciplinary connection, technical and technological competence, quality of education.