



Scientific Theoretical Basis of Improving the Integration of Higher Education and Schools of General Education

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Abstract: In the article, the pedagogical factors of the development of the continuous education system in Uzbekistan during the years of independence are studied. The reasons for introducing reforms in the field of education, a new approach to education and pedagogical technologies in our country have been identified.

Keywords: education, independence, school, higher education, person-oriented education, integration.

INTRODUCTION

Decision No. PQ-2909 of the President of the Republic of Uzbekistan dated April 20, 2017 "On measures for the further development of the higher education system" to fundamentally improve the higher education system, to fundamentally revise the meaning of personnel training in accordance with the priority tasks of social and economic development of our country, adopted in order to create the necessary conditions for the training of highly qualified specialists at the level of international standards [3]. In the years of independence, based on the real demands of the economy and social life, great efforts were made to modernize the higher education system in our country, to introduce modern forms and technologies of teaching, and to improve specialization areas for training specialists.

MATERIALS AND METHODS

Today, Uzbekistan has many centuries of very rich pedagogical experience and certain traditions have been formed in the process of education. This experience requires careful analysis and the development of systematic pedagogical methods, because the market economy now requires school graduates not only to determine their place in society, to successfully integrate Uzbekistan into the global educational environment, to search for new educational methods. Education in Uzbekistan is classified as one of the advanced directions based on "person-oriented education". This experience makes it possible to acquire empirical and theoretical data, study them and carefully analyze them, ultimately, to make a decision on the development of education in our country, to regulate scientific activity in this field. Of course, it is not possible to fully apply the educational values and pedagogical experience of other countries to the educational system of Uzbekistan. Each nation has its own mentality, which directly affects the general education system, due to the global trends of integration in the field of education, such studies help different nations understand each other better.

Summarizing the various interpretations given to the concept of "integration", we consider this process to be the process of a single worldview logical-methodological interaction of the components of this or that science, which leads to their unification and integration.



In our opinion, at the end of the lesson held in the classroom or auditorium, it is appropriate for each professor-teacher to ask himself the following questions:

- How did the lesson end?
- Was the teacher able to achieve the lesson objective in the time allotted for the lesson?
- What questions did the students ask?
- Did the lesson end meaningfully and logically?
- What are the mistakes and shortcomings?

Such personal responsibility, self-critical approach and analytical view have a great positive effect on improving the quality of lessons.

The accumulated experience and knowledge in the field of professional pedagogy shows that continuous education is organized and developed on the basis of the following principles:

- ✓ the priority of education - the fact that its development is of first-class importance, the prestige of knowledge, education and high intelligence;
- ✓ democratization of education - expansion of independence of educational institutions in choosing education and training methods, transition of education management to the state-society system;
- ✓ the humanization of education - the opening of human abilities and opportunities and the satisfaction of his various needs in relation to education, ensuring the priority of national and universal values, historical traditions, and the harmonization of human, society and environment interactions.

RESULTS AND DISCUSSION

Most of the socio-economic trends in countries have a general, global character, and the socio-economic changes in the world directly affect the minds of young people. In order to understand how modern pedagogical concepts appeared, it is necessary to refer to the pedagogical experience of Uzbekistan. Even in the last century, the views of teachers and scientists suggested that the individual characteristics of a person should be taken into account in teaching. Thus, Hugo Gaudig (1860-1923), one of the founders of "person-oriented pedagogy", put forward the opinion that in education, first of all, in the process of mastering human culture, attention should be paid to the formation of a free personality through active knowledge and work. Based on this idea, a certain didactic system was developed, according to which knowledge is acquired "in a free way", that is, without the help of a teacher. It can be noted that at a certain historical stage, there were common laws in the pedagogical field in all countries of the world. With the expansion of production, there was a need to increase the social mobility of people, and education demanded to adapt to such conditions. A number of reforms were implemented in school education, through which processes of centralization of management were strengthened. The period of study for free primary education has been extended. Since the middle school appeared between the primary and the traditional secondary level, the opportunity for education in secondary educational institutions was created for the general public. Schools had a new task - to implement the idea of activating teaching methods promoted by pedagogy. Thus, a new system of organizing educational work was put into practice in schools, and new methods and forms of teaching were proposed. At the same time, a number of problems related to the field of moral education appeared. At the same time, the wide spread of mass culture created the problem of preserving and developing national identity in the educational system of Uzbekistan. In the 70s of the 20th century, L. Kohlberg published fundamental works that shed light on the moral formation of a person. The theory of step-by-step formation of children's mentality was taken as a basis. Later, scientists substantiated the



connection between a person's moral education, moral consciousness and his mental development. The educational structure of Uzbekistan consists of several stages (preschool, primary, secondary, professional and higher, post-higher education, extracurricular education). As in the countries of the world, training is carried out in several stages and the general secondary education is carried out for an average of 11 years, which is one of the longest periods in European countries. In particular, the pedagogical system in Germany has a number of unique features. One of them is that all educational institutions (administrative units) located in a separate region have the right to create their own curriculum. At the same time, vacation periods and study periods are determined independently. They can also adopt their own educational rules. In our opinion, it is necessary to pay attention to this aspect in the society of Uzbekistan. With a certain centralized management structure, educational institutions can be more independent. In such conditions, it will be possible to achieve a high result. In Uzbekistan, pre-school and higher education is optional, like many other countries, early childhood and school education is compulsory.

Children are educated both in state educational institutions and in private, religious and other institutions. At the same time, foreign citizens are admitted to any of the continuing education systems. This aspect is related to the current education policy. It is often more difficult to get into a private educational institution than a public educational institution. Uzbekistan has a system of preschool education and upbringing, which has a history of more than fifty years and, accordingly, has its own long-standing pedagogical traditions. The main goal of pre-school education and training institutions is harmonious development of children's personalities and their preparation for school. In Uzbekistan, about half of children aged 3 to 6-7 years study in pre-school educational institutions and prepare for additional education at the age of 6. Also, preparatory classes for primary school education are organized. Education is partially close to the system of neighboring countries. Grades 1-9 and 10-11 can receive partial secondary and general secondary education or professional education in three stages, typical of our country, and learn a trade. At a certain stage, students have a number of options and choose to work or continue their studies. Thanks to this combined education system, students can get professional training. In the 20th century, a number of reforms were implemented in the education system. It was recognized that the central figure of the educational process is the child, the main value and the central person in the educational process. Pedagogical methods are constantly being improved in connection with the changing conditions in the world. A large number of international conferences and congresses with current topics are being held. In relation to general spiritual development, there is still an idea that education is "separated from nature". The general essence of pedagogical reforms in Uzbekistan is to observe and study children and develop pedagogical methods on this basis. As a result, the process of self-education is carried out. An important place is given in the process of teaching children by accepting their impressions, that is, first of all, attention is paid to their ability to overcome a certain stage of maturity partially independently. One of the main tasks of the educator was to develop and maintain the existing abilities of children. If we talk about the initial stages of education, the game began to play an important role as a means of understanding problems in accordance with the child's nature. Thus, the following began to be used in schools: observation, descriptive method in evaluation criteria (not only scientific indicators serve as a basis), teaching in courses and classes, attention to vacations and their design, o personality formation in the educational process, additional creative activity system. Also, the reformers put forward a number of other initiatives that can be successfully applied in schools. It was proposed to pay special attention to the issues of openness of the school, orientation of the educational process to the children's world, involvement of labor activities. More attention is paid to education, including social education, than education. Independence is prominent, and accountability is one of the overriding principles. Activities in preschool education are enlivened through the form of games, wall newspapers, classrooms, special classroom space for



experiments, creative, intellectual and knowledge activities are introduced in schools. In recent years, attention has been paid to inclusive education in Uzbekistan, and a special place has been allocated to adapting children with disabilities to society. The task of teachers is to eliminate the factors that hinder the full and effective participation of a certain group of children in educational activities. European countries have a heterogeneous principle of organizing children's education in traditional schools. The main task in educational institutions is to form practical experience in children and to form their ability to make independent decisions in overcoming life's difficulties, to convince them of their inner worth, value and social importance. Thus, as a result of a series of reforms carried out in Uzbekistan, the main concepts of pedagogy were focused on the democratization of education, taking into account the interests of individual and community development. Pedagogy focused on educating a well-educated and well-rounded person. Also, a unique feature of education is that there is a single system of teacher training, but training may differ in different educational institutions. In the field of education, special attention is paid to the problem of multicultural education, because many nationalities and peoples live in this country.

Compared to other CIS countries, Uzbekistan is the leader in terms of their number. The content of educational programs of educational institutions, educational programs at all levels reflect the society in Uzbekistan and are designed to form multicultural competences based on respect for the individuality of children of any nationality. Special attention is paid to the reception of children with developmental delays or physical disabilities in special educational institutions for children with disabilities. Different trainings are carried out taking into account their individuality.

CONCLUSION

Thus, each child develops at his own pace. In these schools across the country, special attention is paid to the spiritual upbringing of students, close contact with parents, and care for the health of the young generation. In such schools, special importance is also attached to the development of cognitive functions. This teaching method also works well for children with disabilities in physical development or behavior. As a result of reforms, despite a number of existing problems, Uzbekistan managed to create one of the best education systems in the world. Currently, the efforts of the country's education system are aimed at training well-rounded individuals who can apply the acquired knowledge in practice. Working in groups outside of school is common. The school itself is thus closer to real life. In many educational institutions, education is important because it takes into account the individual characteristics of the child's personality in an atmosphere of tolerance and mutual respect.

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