

| Research Article



## SOME ISSUES OF AN INTEGRATIVE APPROACH TO INTRODUCING ADVANCED FOREIGN EDUCATIONAL EXPERIENCES

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**Abstract:** This article addresses the study and analysis of the existing conditions in the educational process for developing professional-pedagogical thinking in students. It also aims to evaluate the results of the future specialist's professional knowledge through quality criteria of training, to master the most important aspects of their activity, and to test the significance level of conclusions drawn when applying theoretical knowledge.

**Keywords:** nuances of mastery, specialists, professional thinking, educational content, globalization, integration, young generation

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### INTRODUCTION

The issue of fostering a healthy spiritual environment in society, the purity of every person's heart, and the strength of their faith has always placed great responsibility on educators. These aspects create a need to apply an integrative approach aimed at thoroughly mastering the professional skills of future specialists. Accordingly, the integrative approach serves to substantiate new perspectives of scholars in the field that deepen conclusions related to education and upbringing.

In this regard, the thoughts of the President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, about combating new threats that hinder peace, tranquility, and stability in a rapidly changing world are noteworthy. At the core of these ideas is the belief that spiritual maturity of the younger generation can be achieved only through enlightenment, and that the education system plays a crucial role in encouraging them toward goodness—an emphasis that is by no means accidental [1; pp. 27–28].

Indeed, the above-mentioned ideas require the integration of international experiences in all fields during the era of globalization, and this task unquestionably falls directly on the continuous education and upbringing system. In recent years, the creative assimilation of foreign educational experiences has been realized in our country through the development of improved state educational standards, integrated curricula, and new generations of textbooks.

In particular, in this area, our country's higher education system regulates the directions and specialties of higher education accepted in the Republic of Uzbekistan in accordance with the state educational standard, which is designed to meet the current and future needs of the state, society, and individuals. It also takes into account new required fields, primarily in the sphere of advanced and innovative technologies, labor market conditions, and global trends in professional personnel training.

At all stages of managing the economic sectors of the Republic of Uzbekistan, as well as in the practice of international relations involving both state and non-state higher education institutions in our country, and in the process of automated processing and exchange of information: it is intended to be used for addressing the tasks of harmonizing the education system of the Republic of Uzbekistan with the international education structure.

Certainly, adhering to the above-mentioned ideas forms the foundation for our country to take its rightful place in the global community.

Since ancient times, humans have had a strong sense of curiosity about the events happening around them, which created a need for knowledge encompassing the relationships between nature and society. This is reflected in the teachings found in the "Avesta," Orkhon-Enesoy monuments, and the works of thinkers such as Al-Khwarizmi, Abu Nasr

Farabi, Abu Ali ibn Sina, Abu Rayhan Beruni, Mahmud al-Kashgari, Yusuf Khos Hajib, Alisher Navoi, and Zahiriddin Muhammad Babur.

In particular, Farabi's scientific views discuss the superiority of art versus craft from different perspectives, noting that practitioners of the same type of art or craft differ in their level of skill (quantity). In his reflections, the scholar observes that masters of a craft may know its secrets to varying degrees: some more deeply, others less so. For example, mastering the art of calligraphy requires thorough knowledge of its language, the art of words, calligraphy itself, arithmetic, and mathematics. Among practitioners of this craft, some may excel in calligraphy and mathematics, others in language, rhetoric, and certain features of calligraphy, and yet others may be proficient in all these sciences [3; p. 16].

It is evident that mastery is achieved through the consistent and harmonious assimilation of knowledge and continues to improve throughout life.

In Abu Ali ibn Sina's pedagogical doctrine, emphasis is placed on the gradual and connected learning of knowledge. According to him, the harmonious development of intellectual and physical education is a crucial factor in human perfection [6; p. 51].

In Abu Rayhan Beruni's scientific views, the importance of thoroughly studying all aspects related to understanding the true essence of historical events and phenomena is emphasized. Based on this, he calls for avoiding misunderstandings and complicated situations [7; p. 25]. From his ideas, it is clear that studying sciences in an interconnected manner not only broadens people's awareness but also encourages finding solutions to problems.

In professional training of students, there are expanded opportunities to adapt the universal ideas explored by our ancestors to the modern world through updates and integration. The issue of forming the professional-pedagogical thinking of future specialists through the integration of foreign experiences requires delivering knowledge in a systematic and interconnected manner in today's fast-paced era. According to H. Qodirov, the development of future specialists' professional training is purposeful when higher education institutions, in their professional training programs, not only clarify the content and essence of general and specialized subjects but also introduce methods related to learning these subjects at lower education levels and ways to apply them in the production field [6; p. 46]. These aspects are considered essential for developing students' professional abilities. Therefore, any ideas or proposals must first involve studying the necessary issues in the field, mastering new information, and linking them to the recommended solutions.

Developing professional-pedagogical thinking in students involves studying and analyzing existing conditions in the educational process, evaluating the results of future specialists' professional knowledge based on quality criteria, mastering the most important aspects of their activity, and testing the significance level of conclusions drawn when applying theoretical knowledge.

Self-improvement is regarded as a key factor in developing professional competencies. In this regard, the researcher M. Abdullayeva highlights the value of possessing personal-professional qualities, such as self-management, observation, control, prediction, self-reporting; the ability to demonstrate characteristics specific to pedagogical activity; and the "I" concept as a reflection of one's self-perceptions, which forms the basis of this structure [5; p. 74].

In our view, the unique and distinctive "I" concept distinguishes a person by their social nature from others around them. The students' ability to comprehend the professional secrets they acquire during the educational process, their natural acceptance of themselves, society, and nature, their feeling of unity with others, and their skills in creatively combining goal-oriented means serve to carry out high-level activities.

The professional thinking of future educators is characterized by individuality related to the ability to select appropriate educational strategies for personal competence development, direct self-study, and seek knowledge considered new for themselves. Pedagogical thinking reflects the overall manifestation of a teacher's professional knowledge and creativity as a reflection of all their personal qualities.

According to V.A. Slastenin, pedagogical thinking is a set of qualities and characteristics unique to a true teacher that allows them to express their pedagogical worldview [8; p. 106].

The concept of pedagogical thinking was specifically studied by V.P. Chubukov. This concept encompasses "entering into the essence and content of pedagogical facts, situations, and phenomena, as well as developing their model, forecasting or pre-planning results, embodying the professional nature of reality with potential" [5; pp. 53–56].

From this definition, it is clear that the author essentially views the manifestation of pedagogical thinking as analytical and synthetic activity in the pedagogical domain. Thus, identifying pedagogical facts, situations, and phenomena and understanding their nature and essence is an analytical method of comprehending pedagogical reality.

Problematic situations used in teacher training act as an intermediate link between pedagogical theory and school practice. Designing and implementing action methods facilitate transferring knowledge from one form to

another, analyzing, generalizing, and finding solutions to non-standard situations in practical contexts. A student beginning practice in school, without practical skills yet, may face all the complexities of specific pedagogical situations.

Researcher G. Kurbanova emphasizes that the teacher's communication culture plays an important role in developing students' professional qualities. First, a teacher's pedagogical influence becomes uniform. The process of engaging with the audience becomes simpler and more pleasant for the teacher. Second, the process of strengthening relationships with students is relatively eased. Subsequently, the effectiveness of mutual communication increases based on the teacher's emotional calmness [3; p. 16].

In our opinion, goals are understood and achieved within the system of interpersonal relationships. In this process, the speech characteristics of both parties, their ability to express their thoughts, and their culture of listening hold a special place. This ability to make decisions may only be required of an experienced teacher. The significance of educational pedagogical situations lies in the fact that when resolving them, students' attention is directed toward pre-selected and strictly limited situations, which simplifies decision-making. When working with models of pedagogical situations, unlike real practice, students' subjective anxiety about possible mistakes is significantly reduced.

The process of resolving pedagogical situations is carried out with the direct participation and supervision of a leader who promptly corrects and evaluates the decisions made. Therefore, analyzing teachers' work experience, their style of professional thinking, creativity, and the content of their activities is important. Additionally, identifying the characteristics of forming professional-pedagogical thinking among students was also a focus of our attention.

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