THEORETICAL ANALYSIS OF THE PEDAGOGICAL BASES AND RESEARCH METHODS OF INTEGRATED EDUCATION IN THE GENERAL EDUCATION SYSTEM

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General understanding of the theoretical foundations of integration in the educational process**.** In the period of transitioning to new curricula and programs being implemented in our country, the issues of harmonizing the connections between society and the environment, as well as establishing and forming a serious attitude toward the environment, are of great importance. Determining goals that respond to the age characteristics of primary school students and meet lesson requirements is the primary issue of such updates. A number of works in the primary education lesson process are dedicated to interdisciplinary connections. The integration of these disciplines has been examined in the works of Uzbek scientists such as R.Mavlonova, Q.Abdullaeva, N.U.Bekboeva, and A.G.Grigoryans. Let us consider what the term "integration" represents as a phenomenon from a methodological point of view.

The word "Integration" is derived from the Latin integratio, meaning restoration or completion, and integer, meaning whole. From a pedagogical perspective, integration is divided into various levels. In pedagogy, it is

interpreted through the levels of continuity, interdisciplinary connection, mutual correlation, and integrative connection. Continuity (Uzviylik): Envisages the gradual expansion, deepening, and perfection of acquired knowledge, skills, and abilities. Interdisciplinary Connection (Predmetlararo aloqadorlik): By its nature, it is a broad concept that entails a comprehensive revelation of various aspects and characteristics of the object being studied.

Integrative connection (Integrativ aloqadorlik)- is a relatively high-level connection that differs from the previously mentioned ones because it is purposefully included in the curriculum and strictly requires its implementation. As a result, it creates an opportunity for the formation of systematic, perfect knowledge and methods of action regarding an object. In any society, the goal of the pedagogical system is determined based on the requirements the society sets for personality formation, and the system may change according to those social demands. Based on extensive research, V. R. Bespalko points out six interconnected elements of the pedagogical system. If we visualize traditional lessons, the teacher explains the topic beautifully, and Q&A sessions are organized interestingly within the scope of the topic. In the following lesson, students try to speak like the teacher, read the topic from the book repeatedly, and recite it fluently. The questions asked are also mainly within the framework of the covered topic. Gradebooks fill up with "fives" (top marks). However, after some time passes and the topic is asked again, the student struggles to answer. The result of superficial memorization leads to such vague situations. For instance, there are teachers who spend more than half of a 45-minute lesson having students copy texts from the textbook.Today's lessons should serve to develop the child's thinking and enable the student to think independently, engage in debate, perform self-analysis, and apply

acquired knowledge in practice. The Necessity of Integrating Primary Education.

Integration means "whole"; therefore, it is considered the unification of various parts and elements of the thinking growth process into a single whole. Integration is not a mechanical combination of disciplines; it is a synthesis, the emergence of something new, and a discovery. It is the convergence and connection of separate systems and the creation of a unique, new entity.

Today, it is impossible to find a single word in any dictionary regarding the methodological content of integration. However, the meaning of the word integration is well-known to all of us. I.Kololojvari and L.Sechenikova classify the methodological nature of integration in their article titled "How to Organize Integrative Lessons?" as follows: "...as a result of studying the possibilities of integrated lessons for four years, we are convinced that this methodology has a great future. According to it, an opportunity arises to create a more complete and comprehensive broad imagination in the students' minds about the world surrounding us. Children will have the opportunity to apply their knowledge more actively in practice, because there is an opportunity to reveal the fundamental essence of knowledge more broadly and to imagine the world as a whole. While providing subject-related knowledge, the teacher further enriches and supplements it by comparing it with information from other disciplines".

An integrated system involves evaluating both the overall quality of education and each of its components individually. The more precisely the assessment is structured and the more characteristics are taken into account, the more successful the management of educational quality can be. In turn, management depends on its methodology and organization, which describe its

goals and the methods of achieving them, as well as its functions, powers, and responsibility for the quality of education.

There is international experience in quality management, represented by the Total Quality Management (TQM) system. This system can be utilized, but only by taking into account the specific characteristics of educational processes and the conditions of management. A quality management system can have both a formal and an informal basis: The formal basis defines a set of mandatory regulatory documents and standards. The informal basis involves the socio-psychological attitude of staff toward quality issues, as well as an atmosphere of creativity and initiative.Quality should not only be demanded and monitored; it must also be motivated.

An educational quality management system cannot be implemented all at once. It is formed consistently and step-by-step, in accordance with a specific formation and development program. To understand the quality of education, it is crucial to take into account the existence of three levels of knowledge. Quality management may be oriented toward one of these levels, and in such cases, quality assessment must take this circumstance into account.

You can master a specific subject at the level of a general understanding of its basic principles. In the training of any specialist, there may be subjects that you need to know at this general understanding level. These subjects must be identified and occupy a specific place in the curriculum; they should not be considered secondary or optional. They play their own role in the professional development of a specialist. However, their scope and teaching methods must take into account this specific role—forming a professional worldview, providing a basis for better mastery of other disciplines, and ensuring the systematic nature of knowledge. The second level of knowledge is the deep

mastery of a subject and the ability to transform knowledge into various fields of expertise and practice. This is the level of systemology of knowledge, which allows for the explanation and prediction of events and phenomena, as well as an understanding of their causes and consequences.

This is not just a level of special training, as it might seem. It is the final quality of the entire educational process, which is determined not only by the composition of the subjects but by the entire educational concept. The level of professional training characterizes high-quality education. The higher the level of knowledge, the higher the quality of education. However, this dependency is not linear, but spiral.With a general trend of increasing the level of education, a decrease in the quality of education is possible, and conversely, at certain stages of its development, an increase in the quality of education may not correspond to the growth in the level of education. In general, the stages of changing the level of knowledge and educational quality can be defined as a movement from elementary knowledge to creative knowledge-that is, knowledge capable of creating new knowledge in the process of professional practice. Creative education is the educational impact of an individual's practical professional activity, which overcomes the mass of critical knowledge and transforms it into creativity. This should be exactly the trend in changing educational quality; this is how the dependence of the level of knowledge on the quality of knowledge and, in general, on the quality of education should manifest itself. Educational quality reflects today's demands but can also be oriented toward the future. Quality must be ensured by taking into account the trends in educational development, where both the modern features and needs of education, as well as its future, are most clearly manifested.

These factors are external and internal for a specific educational organization. Both the goal and the potential exist separately for general education and for each organization. However, other factors in the formation of educational quality can be divided into two groups: external and internal.External factors include: state administration of education, organizational and legal support for education (Law "On Education," State Educational Standards, etc.), the education financing system, the manifestation of educational needs, and public opinion regarding the quality of education.Internal factors include: the composition of faculty and students, the material and technical base of the educational process, information and methodological support, educational technology, and academic work. A specialized quality management system (if it exists) and the educational program play a special role. Ultimately, these factors determine the quality of education both as a system and as a process of acquisition and provision, as well as the quality of the educational outcome. At the same time, all factors have their own characteristics; the quality of each can be discussed individually.Educational quality management is not just about reaching a certain level, but about ensuring the positive dynamics of its change. In all modern developments regarding educational quality, the main focus is on reaching a certain level. However, in the process of social development, the needs and conditions of education change, and subsequently, the requirements for quality and the criteria for its assessment must also change.The dynamics of educational quality can vary. It can be characterized by stability (whether stable or unstable), sharp or gradual decline, growth in quality, or various fluctuations.

In such a case, the educational system functions well but does not develop at all, because development always involves acquiring a new quality. However, since social needs for educational quality are increasing-and it cannot be otherwise-this trend is turning into a tendency of decreasing educational quality. With changes in these growth rates, there is a trend of consistent and stable growth in educational quality. This trend is characterized by a logistic curve over a rather long period.In educational quality management, there must always be full confidence in which trend the management is oriented toward, and there must be control over the dynamics of educational quality. To ensure positive dynamics in educational quality, it is necessary to know which factors determine these dynamics and which factors influence the changes occurring in education. Here, the laws of educational development are the primary factor. Taking these laws into account in educational management processes allows for the identification and implementation of a positive trend. This is the key factor that determines other factors, which are crucial for understanding the dynamics of educational quality.

The goal and strategy of educational development reflect the possibilities and reality of utilizing established laws. A vague vision of the goal and ambiguity or sometimes the total absence of a strategy leads to wandering in the dark and prevents the stable and consistent improvement of educational quality, which ultimately results in a waste of time.The goal and strategy require a clear concept of quality in education and influence it to a certain extent. The concept of quality encompasses the educational paradigm, its assessment criteria, and safety requirements. It is difficult to imagine the dynamics of educational quality without its content component. Educational content must be oriented toward the dynamics of quality.

This manifests in the content of subjects, in teaching methods (providing knowledge not as a finished product, but in the process of development), in educational technology, and in pedagogical techniques. The organization of education also characterizes the dynamics of quality. For example, educational levels should indicate growth in educational quality not only through the level of knowledge but also through its content and organizational parameters.

Organization of education consists of rules, standards, requirements, restrictions, documents, and more. Quality management can reflect either static or dynamic quality through the parameters of the management system, mechanism, and technology. Quality management is a critical requirement of today. The dynamics of quality and the possibility of increasing it are also determined by the socio-economic conditions of educational processes. Social conditions include: the educational values prevailing in society, the scale of demand for educated people in general and specialists in particular, the state of education, and the public attitude toward it.

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