

## THE INTEGRATION PROCESS AS A MEANS OF INCREASING THE EFFICIENCY AND QUALITY OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS.

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**Annotation.** This article highlights the integration process as a means of improving the effectiveness and quality of teaching in higher education institutions.

**Keywords:** integration, knowledge system, integrity, interpenetration, pencil, sculpture, plastic Anatomy

**Аннотация.** В данной статье рассматривается процесс интеграции как средство повышения эффективности и качества обучения в высших учебных заведениях.

**Ключевые слова:** интеграция, система знаний, целостность, взаимопроникновение, рисунок, скульптура, пластическая Анатомия

**Annotasiya.** Ushbu maqolada integratsiya jarayoni oliy o'quv yurtlarida o'qitish samaradorligi va sifatini oshirish vositasi sifatida haqida yoritib berilgan.

**Kalit so'zlar:** integratsiya, bilimlar tizimi, yaxlitlik, interpenetratsiya, qalamtasvir, haykaltaroshlik, plastik anatomiya.

In the context of modernization and optimization of the educational process, the modern development of social and production relations, new requirements are being imposed on the training of personnel responsible for the upbringing and education of the younger generation. The issue of the discrepancy between the requirements of society and the quality of teacher training, in particular, in the field of fine arts, is becoming increasingly acute.

Integration is currently considered one of the most promising paths in education and is manifested in the desire to see the general picture of the world as clearly as possible. This problem cannot be solved within the framework of one discipline, therefore, the tendency to unify academic disciplines is observed in the

theory and practice of education, which allows students to achieve interdisciplinary generalizations, understand the characteristics of each type of fine art and its development as a whole.

In modern conditions, the development of scientific knowledge is in the direction of their interdependence. In this regard, academic disciplines can be considered open systems, the successful functioning of which is possible due to the constant flow of information from other systems and their interaction with them.

Many modern researchers define interdisciplinary science as a didactic principle, while integration is inseparable from discipline. Integration determines the organization of the educational system, which is one of the most important didactic principles. At the same time, objectivity in the pedagogical process is considered as a general form of implementing integration as a method, which makes such concepts as intra-disciplinary integration and subject of study identical and allows for scientific research on intra-disciplinary relationships.

Interdisciplinary integration is a high level of complexity of a holistic didactic system with functions that cannot be implemented at the level of intra-disciplinary integration.

Relevant academic disciplines have a number of common parameters: general principles, common laws, laws, concepts, definitions that ensure the implementation of integration ideas, contribute to the formation of holistic knowledge and skills among students.

In order to more fully study the problems of combining sculpture, pencil drawing and plastic anatomy in the process of artistic and pedagogical education, special attention should be paid to interdisciplinary connections. Interdisciplinary connections are manifested at the level of distribution of the content of educational disciplines and their connection with art practice, at the level of methods of depicting space adopted for a particular subject or a separate task, and at the level of teaching methodology. In addition, we must not forget that interdisciplinary connections in

the educational process are often built on the basis of the genre dependence of the object of study and the image.

We should not understand the isolated areas of interdisciplinary connections as strictly separated. In real practice, the fact of choosing the content of tasks where these parameters coexist is already an integral part of a particular technique, limited to the more or less specific use of a particular type of space construction in the image. However, given the unity of these areas, considering them separately helps to identify specific parameters of the relationship between academic disciplines, which are often overlooked by teachers.

The idea of the need for an integrative approach has been trying to manifest itself for more than a century. In the 17th century, Jan Komensky expressed the idea that everything should be connected, forming an indivisible whole.

Integration as a means of solving educational problems has already been indicated by Soviet teachers who have covered various aspects of integration in the educational process. S. I. Arkhangelsky, M. N. Berulava, S. V. Vasilieva, I. P. Garanovich, I. P. Yakovlev worked on the problem of integration and revealing its essence.

I. P. Agibalov, S. D. Akhupkin, G. I. Baturina, Y. I. Dick, P. S. Lerner, A. A. Pinsky, V. G. Razumovsky, L. V. Tarasov, V. V. Usanov identified the forms and types of integration, worked on ways to implement it.

When defining integration in the educational process, S. I. Arkhangelsky pays attention to the interrelation of the content, methods and types of education. G. I. Baturin understands integration as the creation of a scientifically based system of purposeful management of the holistic educational process and the process of personality formation.

I. D. Zverev defines the integrity of the educational system as the main sign of integration. various connections depending on the components of the pedagogical system.

The integration of scientific knowledge plays a leading role in the structure of science of the 20th century, considered in the context of opposing, dialectically related sides (differentiation and integration). Integration processes are inherent not only in education, but also in all areas of human activity. Integration involves unification, unification of unity.

In Rempel's publications, we can also see the integration of sculpture and plastic anatomy.

It is appropriate to consider integration as a form of organizing educational content based on the universality of the unity of the laws of nature, the integrity of the perception of the surrounding reality by the subject, the formation of a single worldview, as a result of which an integral picture of the world is formed.

The integration of sculpture, sculpture and plastic anatomy is capable of acting as a method of pedagogical knowledge and a means of transforming practice. In artistic and pedagogical terms, integration is considered as a whole, including the process and result of combining elements of educational content, curricula, disciplines, increasing the level of integrity of the system of knowledge, skills and qualifications of students.

Drawing, sculpture and plastic anatomy are special subjects that study various relatively closed areas of image creation. "The content of the disciplines "sculpture" and "drawing" is associated with artistic practice, its specific types. These disciplines are closely interconnected, without repeating each other. It is not for nothing that interdisciplinary connections are the most important principle of choosing educational content and are an integral part of integration.

In order to more fully study the problems of combining sculpture, drawing and plastic anatomy in the process of artistic and pedagogical education, special attention should be paid to interdisciplinary connections. Interdisciplinary connections are manifested at the level of distribution of the content of educational disciplines and their connections with art practice, at the level of methods of

depicting space adopted for a particular subject or a separate task, and at the level of teaching methodology.

In addition, do not forget that interdisciplinary connections in the educational process are often built on the basis of the genre dependence of the object of study and the image.

We should not understand the isolated areas of interdisciplinary connections as strictly separated. In real practice, these parameters coexist. The very fact of selecting the content of tasks is already an integral part of a certain technique, more or less limited by the use of a particular type of construction of space in the image. Nevertheless, given the unity of these areas, their separate consideration helps to identify specific parameters of the relationship between educational disciplines, which often remain unnoticed by teachers. We are interested in integrating organically, unifying the content of educational programs, disciplines and scientific areas, achieving effective mastery of educational material in the shortest possible time with minimal means, relying on continuity in teaching, implementing the characteristics of each individual discipline in the educational process. In this regard, it is not enough to consider the content and educational opportunities of these disciplines only in one time frame. It is also necessary to observe how the knowledge and skills acquired by students in painting, sculpture and plastic anatomy are subsequently implemented in their direct professional activities.

In our case, integration is considered as a procedurally effective integrity of interdisciplinary and external interdisciplinary relations and connections, characterized by the diversity of the emergence of new adaptive connections of drawing, sculpture and plastic anatomy, the transformation of connections from external to internal, universality, the ratio of the whole and its components.

Integration is a deep process of internal interaction, the interpenetration of scientific knowledge representing academic disciplines. The integrity of scientific knowledge can be ensured only when, in the process of its implementation, the

structure of the object, combined disciplines changes, their tasks expand, their conceptual and categorical apparatus and methodological tools rise to the highest level. In the unification of drawing, sculpture and plastic anatomy, a number of species features can be distinguished. Versatility is based on the interconnectedness of drawing, sculpture and plastic anatomy. The main basis of all academic disciplines is their scientific substantiation.

The interdependence of the processes of unification and differentiation of drawing, sculpture and plastic anatomy, the complication of external and internal relationships at a certain stage of the study of drawing, sculpture and plastic anatomy can lead to the loss of the concept of drawing and sculpture as specific and unique phenomena of the fine arts. In the process of studying drawing and sculpture, as well as in the process of their development as types of fine arts, there is an intensification of relationships leading to the unification of concepts and their synthesis, and then an increase, strengthening of the features of their forms of expression.

Drawing, sculpture and plastic anatomy should be considered as related academic disciplines with a number of common parameters: The purpose of unifying drawing, sculpture and plastic anatomy is to expand the subject of knowledge, reduce the time for its study and create favorable conditions for a deep understanding of the subject of study. The disciplines of drawing, sculpture, and plastic anatomy allow us to consider integration at a problematic level, in which a single problem is solved by the capabilities of a number of objects. A holistic generalized perception of the image of a volumetric object located in space and forming the space around it arises, which includes various methods of transmitting the expression of one or another type of fine art.

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