

## **ISSUES OF INTEGRATION OF PEDAGOGICAL EDUCATION AND HUMANITIES IN THE CONTEXT OF THE THIRD RENAISSANCE**

*Jamalova Nargiza Ulugbek kizi*

*Researcher at the National University of Uzbekistan*

**Abstract:** Ensuring the integration of specialized disciplines in teacher education in the context of innovative education and the Third Renaissance is an important socio-pedagogical problem. This issue is discussed in this article. The article discusses the role of the humanities in pedagogical education in the context of the Third Renaissance. The article discusses the positive, negative and specific aspects of globalization, the views and ideas of scientists on the scientific foundations of the concept of globalization.

**Keywords:** Third Renaissance, renaissance, globalization, pedagogical education, integration, positivity, negativity, value, spiritual heritage.

**Introduction.** As our President, who is considered the architect and initiator of the new Uzbekistan, noted, Building a new Uzbekistan is not just a desire, a subjective phenomenon, but an objective necessity that has deep historical foundations, is dictated by the existing political-legal, socio-economic, spiritual-enlightenment situation in our country, is in line with the age-old aspirations of our people, and fully meets their national interests.

First of all, as our Head of State has said, the word “new” has a special meaning for us. In this sense, it is not without reason that in the Strategy of Action adopted five years ago, we set ourselves the strategic goal of building a New Uzbekistan and laying the foundation for the Third Renaissance.

The scientific and technical progress of the world community, major reforms in the fields of education, science and production, the rapid development and improvement of the scientific and technical information system are reflected in the introduction of innovative and integrative approaches to the content of education. In particular, the scientific results of such research centers as the European University Institute, Max Plank Institute, Harvard Law School, European Integration (ECSA-Austria), ARENA (Oslo), Mannheim Centre for European Social Research on issues of educational innovation and integration occupy a special place. The introduction of pedagogical conditions for preparing young people for professional activity in the context of qualitative renewal of educational programs serves to effectively use the integrative opportunities of the complex use of traditional and modern methods of teaching by ensuring the integration of disciplines. Based on the above, we have identified the possibilities of using various forms of integration to achieve the effectiveness of the educational process.

Based on the analysis of the research works of foreign and our republican scientists, the methodical system of training highly qualified specialists, the essence, theory and practice of interdisciplinary integration, the main didactic functions and principles were explained by ensuring the integration of disciplines in technical higher education institutions. Not only the versatility of this relationship, but also its manifestation and methods of its use allow us to classify the importance of interdisciplinary integration in the educational process.

Globalization and transformation processes are interrelated and mutually reinforcing processes. If we turn to the term globalization, it was first used in an article published in 1983 by the American scientist T. Levitt in the Harvard Business Review. In this article, it is recognized that

globalization is the process of unification of various regional product markets produced by transnational corporations. Since then, different views have continued to be held on the concept of globalization. In a number of studies, the concept of globalization is defined by the Latin words “globus” meaning globe and the French words “global” meaning universal. The “Encyclopedic Dictionary of Philosophy” gives the concept of “Global (universal) problems”. It is emphasized that this concept (French global is the most general) is a problem that is diverse in its scope and scope and affects the entire globe and humanity. This dictionary also indicates that global problems, in a broad sense, mean the disruption of the relationship between humans and nature, and provides examples of several global problems that are emerging in the world today. Russian scientist L.E. According to Grinin, globalization is the result of integration and convergence of regions and the world as a whole. He views globalization as a process and gives it the following definition. Globalization is a process that makes the world more connected and more dependent on all its subjects.

The following three dimensions given to the globalization process by the French researcher B. Bundy are presented:

- globalization is a continuous historical process;
- globalization is the process of homogenization and universalization of the world;
- it is also noted that globalization is a process of washing away national borders.

One of the Russian scholars, Professor A.G. Kosichenko, also views globalization as a process. He writes: Globalization is a multidimensional process, which encompasses all spheres of its influence with various methods and means. At the same time, in his opinion, the peculiar dominating influence of economics is manifested in all spheres of world life today.

Scientists and politicians of our country also express their opinions on the concept of globalization. In particular, it should be noted that the essence of globalization and what its consequences may entail were fundamentally emphasized by the First President of Uzbekistan I.A. Karimov in his work “High Spirituality - Invincible Force”. In particular, a comprehensive scientific and practical analysis and assessment of today's complex ideological processes, identifying their priority directions, who and what they are directed against, studying their impact on various segments of the population, revealing the essence of harmful ideas and ideological attacks that contradict our national interests and way of life, and strengthening the foundations of national thinking and a healthy worldview in the hearts of our citizens are of particular importance.

According to philosopher and political scientist S.Otamurodov, “Globalization means a process of generalization in all spheres of the life of states and peoples.” According to Professor E.Gulmetov, “Globalization is a phenomenon of socio-economic, political-legal, cultural-spiritual development characteristic of the 20th century – the intensification and consolidation of “common features”, “universalization” in all aspects of society. The globalization process is not only a technological process that covers all aspects of economic and technical development, governance systems, political and legal values, and lifestyles, but also a spiritual and moral influence, an aspiration to achieve ideological supremacy by various means, from the point of view of the interests of various forces and groups.

One of our philosophers, teacher Abdurahim Erkaev, puts forward the following idea about globalization and its emergence: Globalization is one of the main trends in world development. The rapid intensification and acceleration of trade and production, economic, and financial ties

on a global scale has created the basis for the emergence of globalization. Globalization is the excessive intensification of economic, political, and cultural ties, the rapid spread of the latest information technologies and information in general on a global scale, international standardization, and the emergence of common patterns and norms in everyday life, consumption, including intangible consumption.

Human development is currently a process of development of the forces of production. This process lasted from century to century, for thousands of years. Until the era of capitalism, this process was slow and accelerated from century to century. The era of capitalism, which began in the 15th century, opened up unprecedented opportunities for the development of market relations, created immense conditions for the manifestation of human initiative, entrepreneurship, courage, invention, and discoveries. Therefore, human society created more material and spiritual wealth in the 16th-20th centuries than in the five million years of history before the 15th century.

The positive side of globalization is that it accelerates the rapprochement of peoples, states, national cultures and economies, opening up new opportunities for their development. Its negative side is that the culture, language, and customs of many thousands of small, backward ethnic groups and nations, unable to compete with large nations, major national cultures, and rich languages in the processes of globalization that are intensifying around the world, are spontaneously being marginalized from active socio-economic, linguistic and linguistic life.

We can also see a unique approach to this concept in the treatise "Globalization and Ideological Processes" by the philosopher Abduvohid Ochildiev. In it, the author puts forward the idea that the concept of "Globalization" "in the most general sense, globalization means, on the one hand, the coverage of a certain phenomenon, process by all regions, states and the entire Earth, and, on the other hand, their relevance to the fate of humanity."

In conclusion, views on the concept of globalization continue to diverge. This is natural. Because its characteristics of occurrence in space and time are different, new opportunities are emerging in the impact it has on world change. One can agree with the various opinions put forward by the authors above regarding the concept of "globalization".

At this point, if we pay attention to the content of the concept of transformation, Transformation [lat. *transformatio* - re-transformation, re-creation (in genetics)] - a change in the hereditary characteristics of a cell as a result of the entry of foreign DNA into it; one of the methods of genetic material exchange in prokaryotes. It is clear from these concepts that the concept of transformation is primarily a biological concept. The widespread use of information in the information society, a sharp increase in demand for it, leads to the integration of everyone into the global information space. In our opinion, it is appropriate to use the term transformation here. In particular, transformation is not a revolution or a major change. It is a process of systematic change of an existing culture as a result of invisible elements of another culture. As we noted above, this concept is considered a biological concept, in which a certain virus enters the body and changes this organism from the inside. However, this change was not felt outside. Globalization processes primarily create the basis for the transformation of cultural processes, and the exchange of cultures in society begins to slowly take place.

In these processes, it is possible to preserve the originality of culture and national identity by enhancing national values and national-spiritual heritage. From a general point of view, the processes of globalization and transformation represent the formation of a completely new economic, socio-political, natural-biological global environment and, at the same time, the

transformation of existing national and regional problems into problems of a global scale. It should be emphasized that globalization is a process that occurs in direct connection with the intensification of socio-political and economic life. This is a new stage of social development on a global scale. Its emergence became possible only due to the achievements of science and technology. It consists of increasingly profound changes taking place in various spheres of human activity. These changes themselves reflect the transformation of cultural processes.

When we talk about educational integration, we mean not only the interdisciplinary connection of knowledge, but also the integration of teaching technologies, methods and forms. In our opinion, an integrative approach to education means not a one-sided, but a multi-planned, comprehensive approach. The content of pedagogical activity based on ensuring the integration of education is revealed in the functions, requirements and rules of integrative principles. Interdisciplinary integration has shown its practical results in connection with such didactic principles of teaching as coherence, sequence, systematization, relevance and innovation.

In technical higher education, there are opportunities to ensure the integration of disciplines, and this process is ensured in connection with the principles of integrative organization of the educational process - coherence, systematicity, relevance, sequence and innovation. On their basis, subject programs are improved, new content educational literature, educational and methodological complexes are created. As a result, integration is ensured between disciplines, in the content of each discipline, and integrity, quality and creative approach are created in the content of education.

At certain stages and levels of education, the level of knowledge is differentiated to determine the level of knowledge of students and educational material, the quality of specialist training.

Factors affecting the basis of integration of specialized sciences were determined, such as: objective laws of the development of sciences, determination of educational content taking into account the development of science, state educational standards and qualification requirements, educational tasks, synthesis of knowledge, unity of educational process and content, mutual determination of curricula and programs, material and technical base, pedagogical and information technologies.

Therefore, in the process of integrative improvement of educational content, the integration of the education system is an important principle of modernization of education, which, on the one hand, ensures the coherence and sequence of various stages of education, and on the other hand, ensures the continuity of education aimed at multidimensional movement in the educational process. In the methodological essence of the problem of interdisciplinary relations, the educational process is organized in such a way that the use of knowledge, skills and qualifications acquired in the study of one subject to study other subjects takes its place. The integrative approach between disciplines is based on didactic understanding: the teacher acquaints the student with the goals and objectives of the subject being studied, its relationship with other subjects, and the effectiveness of communicative didactic tools.

As shown by the conducted studies, the integrative educational system of higher education has a significant impact on students' knowledge activity.

The complexity and dynamism of the educational system based on integration creates opportunities for the realization of individual interests, inclinations and professional competences of students, taking into account psychophysical features such as individualization, differentiation and mobility of education.

Improving the content of curricula and subject programs will facilitate the effective organization of the educational process, the targeted and correct use of the hours allocated to subjects, and the control and monitoring of the implementation of general workloads.

**Conclusion.** So, it can be said that today we are on the threshold of the third Renaissance. If we fully examine the laws, decrees and resolutions signed by the President of Uzbekistan over the past five years, the state programs he has approved, and the new initiatives he has put forward in order to develop only one direction of our life, namely enlightenment, education and science, no one will doubt that the center of the next Enlightenment Renaissance is New Uzbekistan.

In finding a methodological solution to the problem of interdisciplinary relations, in the context of the Third Renaissance, the issues of integration of specialized sciences in pedagogic education can be solved effectively and positively.

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