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The Role of an Integrative Approach in Developing Students' Professional Competence

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ABSTRACT

Professional competence has become one of the central goals of modern higher education. Today it is not enough for students to possess theoretical knowledge only; they must also be able to apply knowledge in practical and interdisciplinary contexts. Therefore, integrative approaches to teaching are gaining increasing importance. This article examines the role of the integrative approach in developing students' professional competence and discusses its pedagogical value. In my opinion, integrative learning helps connect theory with practice and promotes deeper understanding. The article analyses classroom strategies, interdisciplinary tasks, and collaborative learning models that support competence development. It is argued that integrative pedagogy increases learner motivation and better prepares students for real professional activity.

Key words: integrative approach, professional competence, higher education, pedagogy, interdisciplinary learning.

ANNOTATSIYA

Kasbiy kompetentlikni shakllantirish zamonaviy oliy ta'limning asosiy maqsadlaridan biri hisoblanadi. Bugungi kunda talabalar faqat nazariy bilimga ega bo'lishi yetarli emas, balki o'z bilimlarini amaliy va fanlararo sharoitlarda qo'llay olishi ham zarur. Shu sababli integrativ yondashuv ta'lim jarayonida tobora muhim ahamiyat kasb etmoqda. Ushbu maqolada talabalarning kasbiy kompetentligini rivojlantirishda integrativ yondashuvning o'rni va pedagogik ahamiyati tahlil qilinadi. Muallif fikricha, integrativ o'qitish nazariya va amaliyotni bog'laydi hamda chuqur tushunishni rivojlantiradi. Maqolada fanlararo topshiriqlar, hamkorlikda o'qitish va amaliy faoliyatga asoslangan usullar ko'rib chiqiladi. Integrativ pedagogika talabalarning motivatsiyasini oshirishi va ularni kasbiy faoliyatga yaxshiroq tayyorlashi asoslab beriladi.

Kalit so'zlar: integrativ yondashuv, kasbiy kompetentlik, oliy ta'lim, pedagogika, fanlararo o'qitish.



АННОТАЦИЯ

Формирование профессиональной компетентности является одной из ключевых задач современного высшего образования. Сегодня студентам недостаточно обладать только теоретическими знаниями — важно уметь применять их в практических и междисциплинарных условиях. В связи с этим интегративный подход в обучении приобретает всё большее значение. В данной статье рассматривается роль интегративного подхода в развитии профессиональной компетентности студентов и его педагогическая ценность. По мнению автора, интегративное обучение способствует соединению теории и практики и обеспечивает более глубокое понимание учебного материала. Анализируются междисциплинарные задания, практико-ориентированные методы и формы совместного обучения. Делается вывод о том, что интегративная педагогика повышает мотивацию обучающихся и лучше готовит их к профессиональной деятельности.

Ключевые слова: интегративный подход, профессиональная компетентность, высшее образование, педагогика, междисциплинарное обучение.

INTRODUCTION

Modern higher education is increasingly focused on preparing students for real professional tasks rather than only academic success. Employers expect graduates to demonstrate flexible thinking, practical skills, communication abilities, and the capacity to solve complex problems. Therefore, I think that traditional subject-isolated teaching models are no longer fully effective. Education must help students see connections between disciplines and apply knowledge in integrated ways. The integrative approach in pedagogy is based on combining knowledge, skills, and methods from different subject areas into a unified learning process. In my opinion, such an approach reflects the real structure of professional activity, where problems are rarely limited to one discipline. Integrative teaching encourages students to analyse situations from multiple perspectives and to use diverse tools and knowledge sources.

This article aims to examine how the integrative approach contributes to the development of students' professional competence and what pedagogical practices make this approach effective in higher education.

KIRISH

Zamonaviy oliy ta'lim tobora ko'proq talabalarni real kasbiy vazifalarga tayyorlashga yo'naltirilmoqda. Ish beruvchilar bitiruvchilardan moslashuvchan fikrlash, amaliy ko'nikmalar, muloqot qobiliyati va murakkab muammolarni hal qila olishni kutmoqda. Shu sababli, menimcha, faqat alohida fanlarga asoslangan an'anaviy o'qitish modeli endi yetarli emas. Ta'lim fanlar o'rtasidagi bog'liqlikni ko'rsatishi kerak. Integrativ yondashuv



turli fanlar bo'yicha bilim va ko'nikmalarni yagona o'quv jarayonida birlashtirishga asoslanadi. Bu yondashuv real kasbiy faoliyat tuzilishiga yaqin hisoblanadi.

Mazkur maqolaning maqsadi — integrativ yondashuv talabalarning kasbiy kompetentligini rivojlantirishga qanday ta'sir ko'rsatishini tahlil qilishdir.

ВВЕДЕНИЕ

Современное высшее образование всё больше ориентируется на подготовку студентов к реальной профессиональной деятельности. Работодатели ожидают от выпускников гибкости мышления, практических навыков и способности решать комплексные задачи. Поэтому, на мой взгляд, традиционная предметно-раздельная модель обучения уже недостаточна. Интегративный подход предполагает объединение знаний и умений из разных дисциплин в едином образовательном процессе. Такой подход ближе к реальной профессиональной практике.

Цель данной статьи — проанализировать влияние интегративного подхода на развитие профессиональной компетентности студентов.

MAIN PART

Professional competence is a complex concept that includes knowledge, practical skills, communication abilities, critical thinking, and professional responsibility. I think that competence cannot be formed through lectures alone. Students need integrated learning experiences where they actively use knowledge in practice. Therefore, integrative pedagogy becomes especially valuable in higher education.

The integrative approach connects theoretical subjects with applied disciplines and practical tasks. For example, language learning can be combined with professional topics, project work, and case analysis. Furthermore, interdisciplinary projects allow students to work with real or realistic problems. In my opinion, such tasks develop not only subject knowledge but also decision-making and teamwork skills. Another important element of integrative learning is problem-based instruction. Students are given a complex task that requires knowledge from several areas. Therefore, they must analyse, compare, and synthesise information. I believe that this process develops deeper understanding than isolated exercises. Furthermore, students become more independent and responsible for results.

Collaborative learning also plays a major role in integrative pedagogy. When students work in teams, they share perspectives and distribute responsibilities. In my experience, group projects increase engagement and simulate professional cooperation. Therefore, collaboration should be systematically included in course design. Assessment in integrative learning should also be integrative. Traditional tests measure fragmented knowledge, but competence requires performance-based assessment. I think portfolios,



project presentations, and practical demonstrations are more suitable. Furthermore, reflective reports help students understand their own progress.

If we speak about teacher readiness, it is another critical factor. Integrative teaching requires planning, flexibility, and cooperation with colleagues from other disciplines. In my opinion, teachers should act not only as subject experts but also as learning designers. Therefore, professional development and methodological support are necessary. Besides, integrative approaches also increase student motivation. When learners see how knowledge connects with their future profession, they study with greater interest. Furthermore, relevance creates internal motivation, which is more stable than external pressure.

CONCLUSION

In conclusion, the integrative approach plays a significant role in developing students' professional competence. It connects theory with practice, combines disciplines, and reflects real professional conditions. I think that such an approach makes learning more meaningful and effective.

Furthermore, integrative pedagogy supports motivation, collaboration, and independent thinking. Therefore, it should become a central principle in modern higher education. In my opinion, the future of professional training depends on how successfully educational systems implement integrative teaching strategies.

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