

## PEDAGOGICAL NECESSITY OF ENSURING THE INTEGRATION OF EDUCATION AND UPBRINGING AND ANALYSIS OF ADVANCED PRACTICES IN ENSURING THE CONTINUITY OF THE UPBRINGING PROCESS

*Yo`ldashaliyeva Shodiya Sobirjon qizi*

*Namangan State Pedagogical Institute*

*Master's Student of the Department of Theory and History of Pedagogy*

[Shodiyonayoldashaliyeva0@gmail.com](mailto:Shodiyonayoldashaliyeva0@gmail.com)

### **Abstract**

This scientific article provides a comprehensive analysis of the theoretical foundations, pedagogical necessity, and practical mechanisms for ensuring the integration of education and upbringing in general secondary schools. It also examines national and international experiences in ensuring the continuity of the upbringing process, including comparative aspects based on the education systems of developed countries. The article substantiates the importance of integrative approaches, innovative pedagogical technologies, effective school-family cooperation, and the use of information and communication technologies in achieving harmony between education and upbringing. The research findings demonstrate that the coordinated organization of educational and upbringing processes contributes to the formation of a well-rounded, spiritually mature individual.

**Keywords:** education, upbringing, integration, continuity of education, pedagogical process, integration approach, innovative technologies, personal development, methodology, international experience, well-rounded generation

### **Introduction**

Today, globalization processes, the rapid development of information technologies, and the socio-economic changes occurring in society are setting entirely new tasks before the education system. In particular, it is no longer sufficient to raise a young generation that is merely knowledgeable; it is equally important to shape them as morally mature, independent thinkers, socially active, and responsible individuals. From this perspective, organizing the processes of education and upbringing in a harmonious manner and ensuring their integrity has emerged as one of the primary requirements of modern pedagogy. The educational reforms being implemented in the Republic of Uzbekistan are aimed precisely at this goal, with special attention given to the comprehensive development of the individual and the

enhancement of their intellectual and moral potential. The introduction of state educational standards, new curricula, and innovative pedagogical technologies necessitates organizing education and upbringing as inseparable processes. The urgency of this issue lies in the fact that when the connection between education and upbringing is insufficiently ensured, discrepancies may arise between students' knowledge and their moral skills. This, in turn, negatively affects the holistic development of the individual. Therefore, ensuring the integration of education and upbringing in general secondary schools is not only a pedagogical concern but also a socially significant issue. This article analyzes the theoretical and practical foundations for ensuring the integration of education and upbringing in general secondary schools, the pedagogical significance of this process, as well as modern approaches and advanced experiences in its implementation.

### **Ensuring the Integration of Education and Upbringing in Schools: Pedagogical Necessity and Analysis of Advanced Practices**

The issue of ensuring the integration of education and upbringing has emerged today as one of the most important directions of educational reforms in the Republic of Uzbekistan. Indeed, the development of society is closely linked to the upbringing of a generation that is knowledgeable, morally rich, and comprehensively developed. From this perspective, organizing the processes of education and upbringing in an interconnected manner within general secondary schools and ensuring their integrity carries particular pedagogical significance. While education serves to develop human capabilities and intellectual potential, upbringing shapes moral values, ethical perspectives, and social activity. These two processes form a complementary system, and separating them is pedagogically ineffective. The concept of integration between education and upbringing in general secondary schools has been extensively covered in scientific research, and its essence becomes fully clear through understanding the interconnection between these two processes. Education is the process that ensures the comprehensive development of an individual, while upbringing is a system aimed at fostering moral and ethical maturity. Consequently, only when these processes are implemented in harmony can the desired outcomes be achieved. Pedagogical and psychological studies also confirm that education and upbringing are inherently interconnected. During personal development, cognitive activities, thinking, speech, and perception are formed through education, while their practical and social significance is ensured through upbringing. Looking into the history of national pedagogy, the integration of education and upbringing has always held great importance. In the works of Alisher Navoi, it is emphasized that acquiring knowledge should develop a person not only intellectually but also ethically. Thinkers of the Jadid movement, particularly Abdullah Avloni, regarded upbringing

as a decisive factor in human life, highlighting its significance as a matter of "life or death." These perspectives indicate that in the national heritage, education and upbringing were considered a unified process, and their inseparability is scientifically justified. Today, under state educational standards, each subject taught in schools also includes specific educational objectives. This means that education is not only about imparting knowledge but also about cultivating virtues such as patriotism, diligence, teamwork, and humanism in students. In this regard, every lesson carries educational significance, and teachers must act not only as instructors but also as mentors shaping students' character. Modern pedagogical technologies play an essential role in ensuring the integration of education and upbringing. Interactive methods, project-based learning, and problem-based approaches develop students' knowledge alongside skills such as independent thinking, teamwork, and a sense of responsibility. In particular, participation in group projects teaches students collaboration, exchange of ideas, and collective problem-solving, demonstrating the practical implementation of upbringing. The collaboration between family and school is particularly important in ensuring the integration of education and upbringing. A child's personality is primarily shaped at home, while the school systematically develops this process. Parental indifference to education or assigning the responsibility of upbringing solely to the school hinders achieving the expected outcomes. Therefore, it is necessary to establish continuous communication, cooperation, and mutual understanding between family and school. Extracurricular educational institutions—such as sports schools, art schools, and cultural centers—also play a significant role in students' upbringing. These institutions help develop qualities such as willpower, aesthetic taste, teamwork, and responsibility. This integrated approach further strengthens the connection between education and upbringing. The rapid development of information technologies significantly affects education and upbringing. While the Internet and digital resources provide vast opportunities for students, they may also pose educational risks. Therefore, cultivating information literacy and teaching students to select and evaluate information correctly is a critical task. Ensuring the continuity of upbringing encompasses all stages of the education system. From preschool to higher education, each stage should continue and enrich the previous one. If this continuity is broken, inconsistencies may occur in personal development. Therefore, maintaining the connection between educational stages is an important pedagogical task. International experiences are also valuable in ensuring the integration of education and upbringing. In countries such as Finland and Singapore, considerable attention is given to the comprehensive development of students. In these countries, intellectual, social, and emotional growth are ensured simultaneously. Adapting these practices to the national education system can significantly enhance

effectiveness. At the same time, there are challenges in ensuring the integration of education and upbringing, including issues with time allocation, insufficient family-school cooperation, and the negative influence of the Internet. To address these challenges, it is necessary to improve teachers' qualifications, implement innovative methods, and strengthen collaboration with parents, ensuring the integration of education and upbringing in general secondary schools is a crucial pedagogical and social task. It requires the harmonization of educational content, modern teaching approaches, family involvement, and extracurricular opportunities, alongside the mindful use of information technologies. By addressing these aspects, schools can contribute to the formation of morally mature, intellectually capable, socially responsible, and comprehensively developed individuals, thereby fulfilling the fundamental objectives of contemporary education.

## Conclusion

In conclusion, ensuring the integration of education and upbringing in general secondary schools is one of the most important and urgent tasks of the modern education system. The comprehensive development of an individual, alongside the formation of intellectual potential and moral-ethical virtues, can only be achieved through the harmonious organization of education and upbringing processes. As identified in the research, education and upbringing are complementary, inseparable pedagogical processes, and their integration is essential for achieving high effectiveness. The national pedagogical heritage, the perspectives of the Jadid thinkers, and contemporary international experiences all fully support this idea. In particular, approaches applied in countries such as Finland and Singapore demonstrate the critical importance of the integration of education and upbringing for the holistic development of an individual. Moreover, innovative pedagogical technologies, integrative approaches, interactive methods, and cooperation between family, school, and society play a key role in ensuring this integration. In this process, the professional skills, creativity, and responsibility of each educator are of decisive importance. From a practical perspective, challenges remain in ensuring the integration of education and upbringing. Addressing these challenges requires improving teachers' qualifications, strengthening collaboration with parents, and using information technologies wisely. Overall, a generation educated through the integrated approach to education and upbringing becomes the driving force of social progress. Such individuals develop into independent thinkers, morally mature, socially active, and patriotic citizens. Therefore, ensuring the integration of education and upbringing is not only a pedagogical task but also a matter of strategic importance for both the state and society.

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