

Integrative Approach to The Development of Teachers of Secondary Vocational Education (SVE)

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Abstract: The article reveals the essence of the integrative approach in the training of teachers of secondary vocational education.

Keywords: Integration, component, integral, system, systematicity, complexity, professional, method, technique, construction, benevolence, thinking, scientific, professional, worldview, modernization.

Introduction: The training of teachers as a resource for the strategic development of vocational education is the most important condition, one of the decisive guarantees of the success of restructuring: accelerated socio-economic development, the moral improvement of society, and the establishment of genuine democracy. At the same time, the integrative approach to the development and consolidation of teachers in secondary vocational education, which is an important link in the state service of vocational guidance for youth being created, should make its contribution to preparing a достойная смена рабочего класса.

The problem of the integrative approach is closely connected with the general phenomenon of prognostic

studies of various innovative pedagogical technologies and services necessary for the development of the training of teachers of secondary vocational education (SVE).

However, SVE, as an innovative educational system, consists of many subsystems, links, and elements (Fig. 1).

This figure makes it possible to illustrate that research work, like other pedagogical systems, the pedagogical process proceeds not on условно-дидактическом material, but in the form of subject activity, but unlike production systems, subject activity and its results are not the main goal, but a means of solving pedagogical tasks.

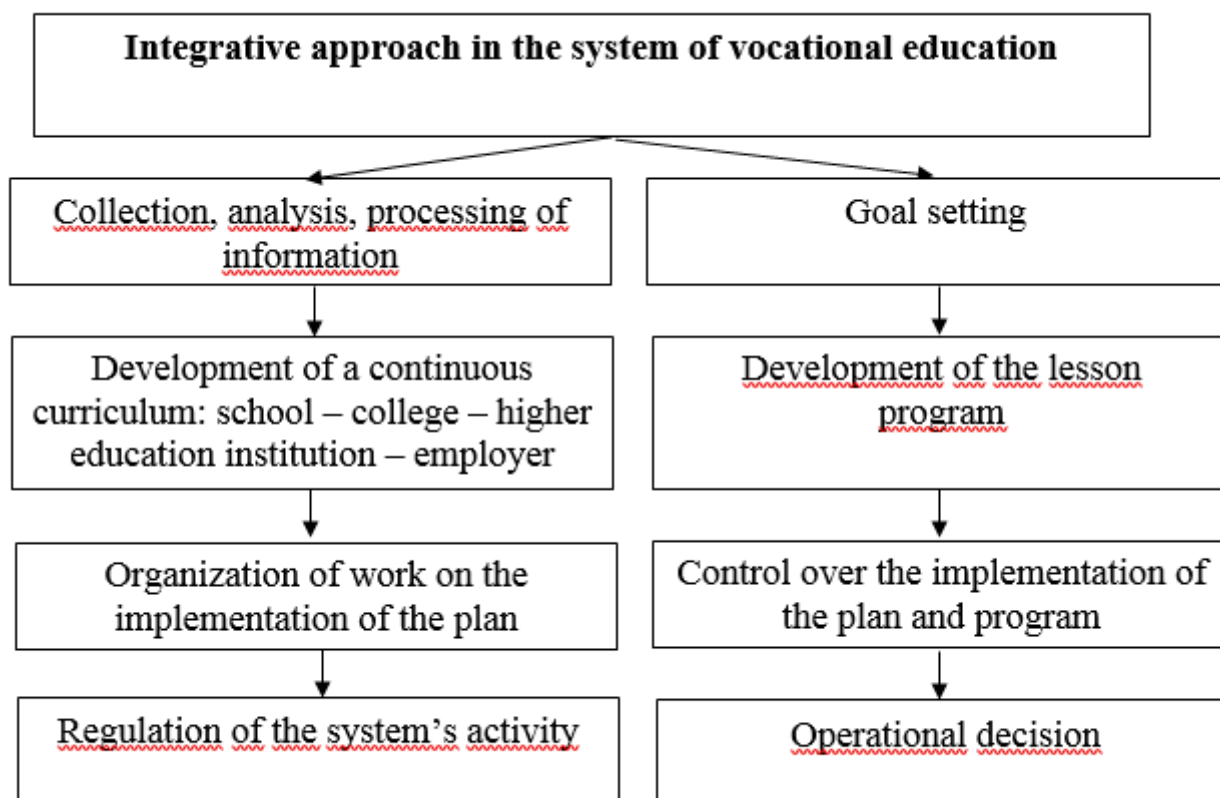


Figure 1. Interrelationship of subsystems, links, and elements.

This specificity requires defining the features of the relationship and the essence of “integration” and “approach.”

The integration of education, which underlies the “integrative approach,” appears as a process of convergence and unification of various components of the content of education, educational fields and institutions, as well as the subjects of the secondary vocational educational process.

Integration is a general and multifaceted process of establishing connections between information, knowledge, and sciences, as well as ensuring their integrity and a unified structure encompassing all components in dialectical unity. “Integration” comes from the French integration – inclusion, involvement, growing into; from the Latin integration – restoration, replenishment, from integer – whole. J. Bernoulli (1654–1705) introduced the term “integral” into mathematics; subsequently, the concept “to integrate” began to be used in a number of humanities: philosophy, sociology, psychology, pedagogy, and others.

To characterize the concept of integration, scholars use the terms “system,” “systematicity,” “complexity,”

“connections,” “synthesis,” “integrity,” “elements,” “components,” and “parts,” brought in from systems theory. The mentioned characteristics are multifaceted phenomena, and it is not possible to reveal all their aspects within the framework of one article.

Let us dwell only on integration as a systemic phenomenon. In dictionary literature, “system” is interpreted as “a set of elements connected with each other in various ways, forming a certain integrity.” The leading idea of a system is the idea of the interaction of elements and their integration into a whole. And it is no coincidence that the Greek word *systema* (meaning a whole composed of parts, a union) and the Latin word *integration* (a united whole) are connected by a deep essential unity, for the meaning of one of them is revealed through the other.

In world didactics, the idea of integration has deep roots. It is precisely integration in pedagogy that represents the product of complex dialectical transformations of scientific consciousness, subject not to some conjunctural aspirations, but having absorbed the achievements of world culture and, at times, the dramatic experience of the development of domestic education and the main directions that determine its

target purpose:

1. expansion and deepening of the subject of cognition;
2. elimination of multi-subjectness in teaching;
3. reduction of the time for studying a topic (section, course);
4. elimination of duplication;
5. change in teaching technology;
6. overcoming the narrow aspectual vision of the subject of cognition;
7. creation of relatively favorable conditions for personality development;
8. implementation, by "peaceful means," of the redistribution of roles, places, and the pedagogical measure of presence of certain people or components in the pedagogical process;
9. stimulation of the acceleration of the development of teachers and students.

The above-mentioned directions of integration reflect those real needs that arise among students and teachers in the process of cognition and organization of the pedagogical process. These needs, in turn, grow out of the contradictions discovered by the participants in the pedagogical process in the course of mastering and transmitting educational material. In this connection, the application of the integrative approach in teaching requires the definition of the integrity and systematicity of personality thinking, connected with the essential characteristics of the concepts "approach" and "integrative approach," as well as the theoretical foundations for the application of the integrative approach in the training of teachers for secondary vocational education.

In explanatory dictionaries of the Russian language, "approach" is interpreted as: "action," "a place, a path by which one comes, approaches something," "a way of dealing with someone or something," "the nature of attitude toward someone or something."

In scientific pedagogical literature, "approach" is understood as a comprehensive pedagogical means that includes three main components:

1. the basic concepts used in the process of studying, managing, and transforming educational practice;

2. principles as initial provisions or rules for carrying out pedagogical activity;

3. methods and techniques for constructing the educational process that most correspond to the chosen orientation.

In the first meaning, approach is considered as a certain initial principle, initial position, basic provision, or statement, for example, an integrative approach. In the second meaning, approach has a general scientific character (of the subject of research).

In dictionary literature, the integrative approach is understood as:

1. a balanced combination of a certain set of research methods used in the study of complex systemic phenomena, processes, and objects;
2. the unification of efforts, resources, partners, intersectoral and intrasectoral cooperation for achieving common goals and objectives.

The integrative approach to the training, development, and consolidation of teachers in secondary vocational education is a specific form of ensuring the complexity and integrity of knowledge among students (future teachers), the formation of their systemic thinking and scientific professional worldview. It presupposes consideration of all factors and their interaction (connections) and serves as a reliable guarantee against one-sidedness. Fig. 2 presents a graphic illustration of the content of the system of the integrative approach (the objects of this system are input, process, and output).

The main advantage of this approach lies in observing the logical interconnection and sequence of the measures being carried out.

Due to the complexity of the task itself, the training of teachers as a resource for the strategic development of vocational education undoubtedly requires purposeful work to create a system of integrative approach as a guarantee of preparing working people and youth for effective participation in solving the most important national economic tasks. From this it is evident that the integrative approach in pedagogical systems acts as a form of the pedagogical process and has a character subordinate to the pedagogical task.

It is necessary to select such activity (in terms of content, organization, mode, etc.) that makes it

possible to solve pedagogical tasks in the best way:

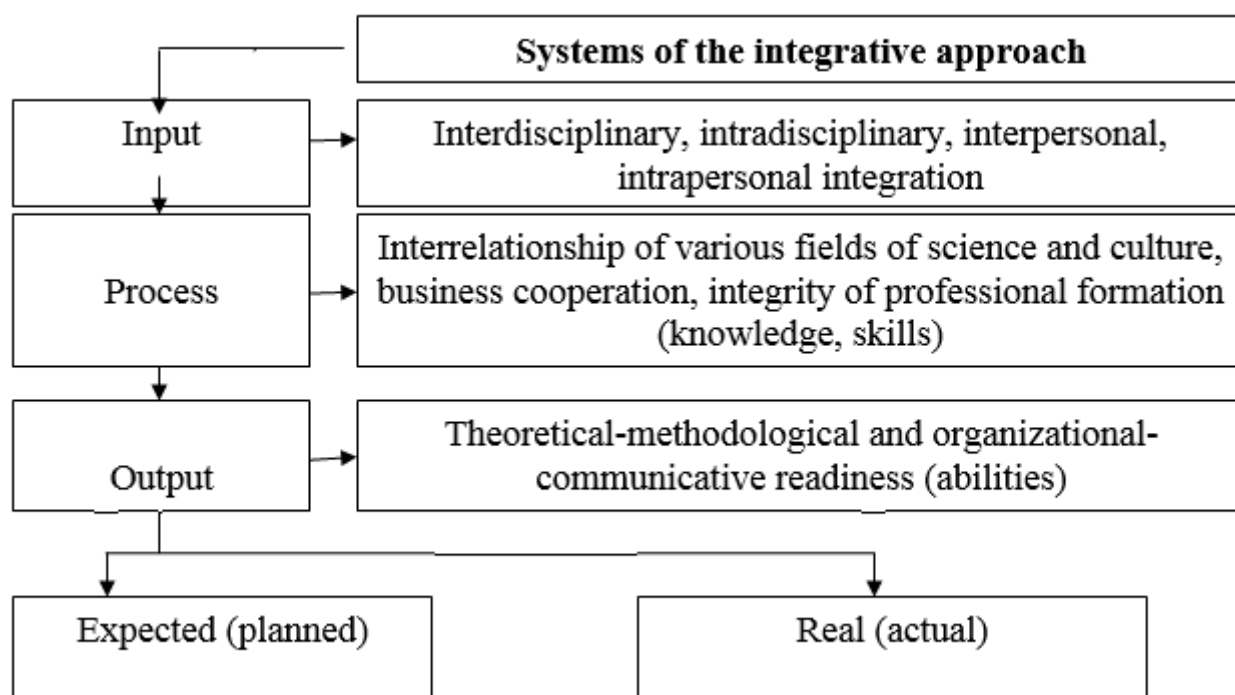


Figure 2. Content of the system of the integrative approach.

- modernization of the system of domestic education;
- improvement of the efficiency and quality of vocational education;
- information support of the vocational education system through means of communication;
- creation of a system for presenting the results of specialists' educational activity (competitions, exhibitions, festivals, etc.);
- dissemination of world pedagogical experience in vocational guidance;
- organization of a psychological-pedagogical and program-methodological service;
- improvement of the pedagogical mastery of future teachers of secondary vocational education;
- development of creative thinking and encouragement of the expression of original ideas.

From the above, it is evident that the development of the abilities of the integrative approach of future teachers is an important factor in activating professional activity and serves the creation of problem-based, non-standard situations at various stages of the entire period of training and occurs through:

- creation of a favorable creative atmosphere;
- benevolence on the part of the pedagogue (teacher), rejection of criticism directed at any participant (pupil);
- enrichment of the surrounding educational environment with the most diverse objects and stimuli that are new for him, with the aim of developing his professionalism;
- encouragement of the expression of original ideas.

The well-known Canadian writer John Kehoe believed: "By discovering and using the inner spirit of creativity, every person turns the whole of life into a joyful adventure." These words, we believe, should become a

guide to action for every teacher of secondary vocational education, because each future teacher is talented in their own way; it is only necessary to help them believe in their creativity.

It is to be hoped that, for the training of teachers as a resource for the strategic development of vocational education, the words of John Kehoe are still relevant today. The main task consists in an attempt to draw attention to the issues of the integrative approach in the system of teacher training. This is especially important in the training of qualified workers called upon to actively influence the improvement of equipment and technology, to creatively comprehend the improvement and development of the vocational education system, and to solve the tasks set, which will lead to the activation of creative activity, the раскрытию potential capabilities of the individual, and a substantial increase in the effectiveness of professional activity.

Thus, the integrative approach is an important component of pedagogical systems in the system of secondary vocational education and is one of its effective resources of strategic development. Such a strategy of the integrative approach ensures, on the one hand, firm educational discipline, and on the other hand, active participation of future specialists in research activity, as well as a close connection of the educational, scientific, and upbringing processes.

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