

THE SIGNIFICANCE OF AN INTEGRATIVE APPROACH IN ADAPTING STUDENTS TO GLOBAL CULTURE

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Abstract

This article highlights the theoretical and practical significance of the integrative approach in adapting students to global culture. It analyzes integrative educational technologies, interdisciplinary connections, the formation of cultural competencies, as well as factors that expand students' worldviews in the context of globalization. The article demonstrates effective methods of harmonizing national and universal values in the educational process using an integrative approach, developing students' skills such as tolerance, intercultural communication, and social adaptability. Additionally, it scientifically examines the role of integrated educational processes in training competitive personnel for the global cultural environment, the influence of modern pedagogical technologies, and their innovative contributions to educational content. The research results indicate that the integrative approach plays a crucial role in improving educational quality, strengthening students' cultural competencies, and accelerating their adaptation to the global community.

Keywords

global culture, integrative approach, cultural competence, interdisciplinary integration

Advanced approaches, innovative technologies, and various methods are being implemented to teach foreign languages in global educational organizations. UNESCO and the International Association of Universities (IAU) are conducting practical research on projects aimed at developing students' language skills, applying educational technologies, enhancing students' cultural competence through modern technology-based educational processes, and expanding pedagogical opportunities for foreign language learning.

Scientific research is being conducted in global educational and research institutions on modeling, designing, and innovative approaches to the educational process for IT students, as well as developing cultural competence in education.

Additionally, countries such as the USA, Korea, Japan, Germany, and Italy are focusing on scientific research to teach English by developing IT specialists' cultural competencies. This includes their ability to communicate freely in foreign languages within their professional fields, correctly use industry-specific terminology, and apply pedagogical and information technologies.

In recent years, our republic has established a regulatory framework for training modern, knowledgeable, and competitive personnel in electrical engineering and computer science based on international qualification standards. This framework aims to prepare future specialists based on foreign experience and extensively utilize world civilization achievements in training specialists who can communicate flawlessly in foreign languages. The priority task has been set to "study in-depth other important and high-demand subjects like foreign languages... and improve the quality and effectiveness of higher education institutions by implementing international standards for assessing education and teaching quality." Consequently, this has expanded opportunities to find and implement optimal solutions for developing students' cultural competencies and increasing their social activity in higher education.

Competence refers to a specialist's knowledge, abilities, skills, and experience. The dissertation also pays special attention to the concepts of "cultural competence," "socio-cultural," "cultural communication," and "integrative approach." The knowledge imparted to students is unique, but the didactic principles of humanizing the process of developing students' cultural competencies reflect modern developmental and innovative trends. This includes education, learning through behavior, maintaining high self-culture, and providing upbringing. It introduces specialists to other cultures, broadens their worldview as they acquire new cultural knowledge while learning a foreign language, and ensures effective management of communicative activities and personal behavior.

Scientists such as B.S. Abdullaeva, N.D. Muslimov, Sh. Sharipov, A.T. Nurmanov, I.G. Galyamina, N.D. Galskova, N.V. Kuzmina, T.P. Popova, G.D. Tomakhin, I.A. Zimnaya, and others who have addressed the issues of competence and competency have provided their own definitions of these concepts in their research works.

According to N.A. Muslimov, "Competence implies not the acquisition of individual knowledge and skills by a student, but the acquisition of integrative knowledge and practical actions in each independent direction." According to Sh.S. Sharipov, competence is the level of adequacy and genuine adequacy of a person's knowledge, skills, and experience in performing tasks related to their socio-professional status and themselves, in solving problems.

Competence is an integral part of a person's abilities and personal qualities, manifested as a certain group of characteristics that determine their abilities. It is a cultural component inextricably linked with the performance of a certain group of actions or a set of tasks of a certain type. Culture, on the other hand, unites various types of activity. It is considered the highest goal of human self-development and the meaning of existence. Indeed, culture is a very complex and multifaceted social phenomenon; culture encompasses all feelings, up to the highest peaks of human consciousness and reason.

Cultural communication means socially significant communication with people. E.M. Vereshagin and V.G. Kostomarov define cultural communication as: adequate mutual understanding of two participants in a communicative act belonging to different national cultures. Cultural communication is the free understanding and comprehension of each other by people of different cultures in the process of communication and interaction.

Based on the analysis, it was established that socio-cultural competence is the competence of intensive orientation towards analytical comparison of authentic national characteristics, customs and traditions of the country in which one lives, universal human values, the ability to present rituals and other national-cultural characteristics in comparison with the country in which the language is being studied. According to research, cultural competencies include sociocultural-linguistic-logical and sociocultural, lexical, and communicative competencies. It manifests itself in the understanding of the importance of learning a foreign language in students in today's multicultural world, the formation and development of the need to communicate in a foreign language, work independently on oneself and use it as a means of social adaptation, the cultivation of civic, patriotic qualities, the desire and desire to carry out cultural communication through a foreign language.

The German scientist A. Moosmuller emphasized that cultural competence is a set of social skills and abilities of a person, with the help of which they can successfully communicate with partners from other cultures, both in everyday and professional situations.

The sociocultural approach in education is a scientific and pedagogical direction, the essence of which is that it is the starting point for analyzing the situation based on the diversity of life activities and identifying problems and solving them, as well as the basis for the development of education and upbringing.

When presenting the basis for the integrative approach, it is first necessary to dwell on the concept of integration. According to V.V. Kraevsky, integration (from the Latin word *integratio*) is the basis of interdependence and complementarity,

combining into a single whole the distinguishing elements of the educational system in terms of unification and reconstruction. V.I. Kagan highlights the substantive features of the integration process. These include: logical and substantive basis, heterogeneous elements, levels, scale, form.

Thus, the integrative approach as a factor in the development of students' cultural competence includes relying on the following rules: integration is one of the laws of scientific knowledge, reflecting the material unity of the world; integration as a process - establishing intercultural connections between objects and creating a new integrative system; enrichment of educational, labor, practical, research, and other activities by students through the development of additional educational programs; in-depth study of students' knowledge in the space of science and art, culture; integrative knowledge in students' search for non-standard approaches to problem-solving; social adaptation in the introduction of non-standard methods and forms of the educational process and the student's creative self-activation.

An integrative approach to the pedagogical process is characterized by influencing a person through a holistic pedagogical method. This approach, along with the content of the educational and upbringing process, also implies knowledge of the corresponding methods, forms, and means of activity. Integration, as one of the pedagogical approaches, serves to organize relationships based on the recognition of the value of the student's personality, their equality and freedom, and the creation of a collective creative work environment.

The development of cultural competence and the integration of the language being taught into the content of the field have the same impact in the field of education. These two concepts are inextricably linked. To have beneficial effects, the two concepts must coexist. Taking this process into account, we need to incorporate high-level cultural diversity into educational programs, as well as implement them. To achieve the goal in education, it is necessary to work in cooperation with educational institutions with intercultural ties, exchange ideas, and in the field of education, for example, to develop special programs for the further development of English language lessons, it is necessary to prioritize the practical use of foreign texts related to the language being studied, to develop project work and demonstrations.

In addition, the concept of "cultural competence" in foreign language science arose during the formation of intercultural communication as an independent scientific discipline. Attitude towards another culture, from the point of view of overcoming ethnocultural centralization, cultural competence began to be considered "as a set of analytical and strategic abilities that expand the spectrum of

an individual's interpretation in the process of interpersonal interaction with representatives of another culture."

In the research work, the possibilities of developing students' cultural competencies were improved on the basis of an analytical study of the integrative features of national and foreign experience, taking into account the integrative features, as well as a comparative analysis of the developmental and innovative trends of the traditions, psychology, culture, and generally recognized didactic principles of the peoples whose language is being studied. It should be noted that in the process of developing students' readiness for intercultural communication, the communicative approach cannot be separated from the cultural approach. Teaching and education in higher educational institutions serves to improve the communicative skills and abilities of students and future specialists.

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