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ENSURING DEEP AND CONTINUOUS KNOWLEDGE ACQUISITION AMONG EVENING EDUCATION STUDENTS THROUGH INTEGRATED TEACHING (PHENOMENON-BASED LEARNING) IN HIGHER EDUCATION BASED ON THE EXPERIENCE OF THE FINNISH EDUCATION SYSTEM



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Abstract

This thesis analyzes the content, pedagogical potential, and significance of the phenomenon-based learning approach implemented in the Finnish education system, particularly within the context of evening education. This approach involves teaching different subjects in an integrated manner based on a unified theme, thereby contributing to students' deep and continuous acquisition of knowledge. In Finnish educational practice, one of the key factors contributing to educational effectiveness is the principle that students do not proceed to the next stage until the current topic has been fully mastered.

The study also examines the possibilities of adapting this method to the evening education system of higher educational institutions. It substantiates that integrated teaching can simplify the learning process, save time, strengthen interdisciplinary connections, and develop students' independent thinking skills.



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As a result, students' academic engagement increases and the overall effectiveness of the educational process is enhanced.

Keywords: Phenomenon-based learning, integrated teaching, Finnish education system, interdisciplinary integration, evening education, deep and continuous knowledge acquisition, educational effectiveness, pedagogical innovations, educational technologies.

Introduction

Today, the modernization of the education system, the effective organization of the learning process, and ensuring students' comprehensive acquisition of knowledge are considered among the most pressing issues of modern pedagogy. In traditional education systems, teaching subjects separately often leads to fragmented knowledge acquisition. Therefore, there is an increasing need to strengthen interdisciplinary integration and implement pedagogical approaches aimed at studying knowledge through a unified theme within the modern educational process. Integrated teaching helps students develop analytical thinking, examine problems comprehensively, and understand the interconnections among different academic disciplines [1].

In recent years, innovative pedagogical approaches have been widely implemented in the education systems of developed countries. In particular, the phenomenon-based learning model applied in the Finnish education system has gained significant importance. This approach organizes the learning process not through separate subjects, but through the integrated study of a specific phenomenon or common theme. As a result, students are able to examine a particular problem from the perspectives of different disciplines. According to researchers, phenomenon-based learning plays an important role in developing



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students' independent thinking, understanding interdisciplinary relationships, and forming practical skills [2].

Many scholars in the field of pedagogy have emphasized the importance of integrated approaches in the educational process. For instance, N.A. Muslimov notes that the application of innovative pedagogical technologies in education is an important factor in increasing students' academic engagement [3]. In addition, O.A. Qo'ysinov emphasizes the significance of modern pedagogical methods in effectively organizing the educational process [4].

In higher education institutions, particularly in evening education programs, students are often engaged in professional work activities, making the effective organization of the learning process especially important. From this perspective, adapting the phenomenon-based learning approach used in the Finnish education system to evening education in higher education institutions can simplify the learning process, strengthen interdisciplinary connections, and improve educational effectiveness. In Finnish educational practice, particular attention is given to the gradual and in-depth acquisition of knowledge, and one of the fundamental pedagogical principles is that students do not progress to the next stage until the current topic has been fully mastered.

Main Part

The phenomenon-based learning model is considered one of the innovative pedagogical approaches implemented in the Finnish education system. This approach is aimed at organizing the educational process not through separate academic subjects, but through the integrated study of a particular phenomenon or a common theme. Special attention is paid to developing students' independent thinking, analyzing problem situations, and connecting knowledge with practical activities [1].



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The phenomenon-based learning approach organizes the educational process around a specific phenomenon or general theme rather than individual subjects. Within this approach, students study a particular event or problem from the perspectives of different disciplines. As a result, knowledge is acquired in an interconnected manner, and interdisciplinary integration is ensured. Researchers emphasize that this method contributes to the development of students' independent thinking, comprehensive problem analysis, and creative approaches [2]. One of the important features of the Finnish education system is that students do not proceed to the next stage until they have sufficiently mastered the current topic. This principle ensures that knowledge is formed not superficially, but in a deep and continuous manner.

Integrated teaching methods are regarded as important pedagogical tools for organizing the educational process effectively. Through such an approach, students acquire knowledge not separately, but in an interconnected way. This not only improves the effectiveness of the educational process but also increases students' academic engagement. N.A. Muslimov emphasizes that the application of modern pedagogical technologies contributes to increasing students' learning motivation and ensuring effective knowledge acquisition [3]. In addition, O.A. Qo'ysinov notes the importance of using innovative methods in effectively organizing the educational process [4].

In higher education institutions, particularly in evening education programs, students are often occupied with professional work activities, making the effective organization of the educational process one of the urgent issues of modern education. From this perspective, adapting the phenomenon-based learning method used in the Finnish education system to evening education in higher education institutions creates important pedagogical opportunities. Based



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on this approach, academic subjects can be organized in an integrated manner around a unified theme.

For example, a specific pedagogical phenomenon may be selected and studied from the perspectives of different disciplines. In this process, pedagogy may examine the theoretical foundations of education, psychology may focus on students' learning motivation, information technologies may address digital educational tools, and methodology courses may explore methods of organizing classroom instruction. The principle of not moving to the next topic until the current one has been fully mastered ensures the stability and durability of students' knowledge. Such an integrated approach enables students to acquire knowledge as a holistic system and contributes to organizing the educational process more effectively.

Conclusion

In conclusion, the phenomenon-based learning approach implemented in the Finnish education system represents an effective model for organizing the educational process on the basis of interdisciplinary integration. This method helps students develop independent thinking, conduct comprehensive problem analysis, and acquire knowledge as a holistic system. The principle of studying topics step by step and not progressing to the next stage until the current topic has been fully mastered ensures the deep and continuous formation of knowledge.

Adapting this approach to evening education in higher education institutions contributes to simplifying the educational process, saving time, and increasing students' academic engagement. In addition, an educational process organized through an integrated syllabus strengthens interdisciplinary connections, develops independent thinking skills, and improves the overall effectiveness of education.



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