

research) – that is, based on a system of laws (or regularities, postulates) and their consequences that explain a large number of empirical facts and have predictive capabilities. This is a positive role for educational integration laws for the transition from an axiomatic to a rigorous scientific theory of educational integration, for explaining a large number of empirical facts and observations based on educational integration laws and their consequences, and for strengthening the prognostic component of the scientific foundations of the educational field.

Discussions include issues that are directly related to integration in the educational field. It is important not to overburden any educational process with the excessive integration, but to focus on its optimum use: in fact, the laws of educational integrology are aimed at it. A number of problems are created by the presence of false integration, covering-up by the term integration of processes that are not integrative in the scientific sense.

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