



INTEGRATIVE APPROACH IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATIONAL INSTITUTIONS

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Abstract

Integration is one of the promising methodological directions of modern education. This article analyzes the concepts of "integration", "pedagogical integration", their meaning, discusses the problems of integration in the educational process, the means and forms of implementing integration, and the effectiveness of the integrated pedagogical system. The essence of the integrative approach is revealed, the approaches of scientists to the topic, the goals, principles, and functions of the integrative approach are highlighted, the tasks of integrated courses are considered, and the components of the integrative approach are identified. Also, methods of implementing interdisciplinary connections are emphasized. Methods that can be used in the process of education and upbringing based on an integrated approach are described.

Keywords: Integration, pedagogy integration, integrative integration, events, integrated courses, interdisciplinary connections, interdisciplinary lessons, integrative approach, interactive forms of learning, integrative lesson.

Introduction

In our country, the integration of education-science-production is being discussed separately in reforms aimed at improving the quality of education. The need for education to develop in close cooperation with modern scientific and



technological progress, a market economy and production is also one of the important ideas in the "National Program for Personnel Training". Therefore, the effective use of integration in the development of education is becoming an urgent task. Accumulating experience in organizing the integration of education-science-production, analyzing the activities of teachers in their practical application, organizing integrated lessons using the capabilities of information and communication technologies and increasing the efficiency of education are among the urgent tasks of today. A modern specialist should be educated, ethical, dynamic, responsible, collaborative, creative, and use an integrative approach to his work. Integration is one of the important innovative phenomena in the educational process. Integration is the process of education and upbringing the expression and result of unity of goals, principles and content of the organization are the main competencies. In modern conditions, the integration of sciences and scientific knowledge becomes a law from a trend. Pedagogical integration as a process is the establishment of connections between objects and relationships through pedagogical means to achieve the final goals. The integrative approach is a research position that views education as a process and outcome of pedagogical integration.

According to V. M. Lopatkin, an integrative approach is "a tool that ensures the integrity of the worldview; it helps to develop a person's ability to think systematically when solving theoretical and practical problems."¹.

The integrative approach is implemented at a technological and substantive level, the integrative approach helps to solve the following problems in the educational process:

- ☐ reveals the intellectual potential of the student;
- ☐ the personality of students;
- ☐ forms professional competencies;
- ☐ creates psychological and pedagogical conditions for self-education;
- ☐ self-development, socialization.

Socialization is "a multifaceted process that covers all areas of a person's life; a social category with a clearly defined outcome" and the resulting outcome is personal value orientations. The social learning environment has many positive effects on education and upbringing. The main principles of the integrative



approach to the study of pedagogical sciences are: subjectivity, cultural awareness, creativity, orientation towards civic-patriotic values and value relations, synergy, self-education, dialogue of cultures, variability in the choice of means of interaction between subjects of the educational process, nationalization, feedback.

The components of an integrative approach can be: organizational-methodological, activity-practical, and theoretical-substantive.

The organizational and methodological component involves the integration of teaching methods (discussions, project method, moderation, deliberation, interactive games, discussions, round tables, festivals, competitions, conferences, work technologies, etc.).

The activity and practical component involves the integration of educational forms that contribute to the development of critical thinking and creativity, the use of creative tasks that contribute to the formation of personally significant and professional qualities of a person.

The resource component combines the resources necessary for educational and cognitive activities (classroom and outside the classroom), determines the content of an integrative special course that, due to its content, means, methods and techniques, helps to form professional competence. Among the main goals of an integrative approach to the study of academic subjects, it seems important to highlight the following: the formation of civic consciousness, self-awareness of the teacher's personality, sociolect-legal, civic-patriotic and moral norms, knowledge; development of research, design, communicative, reflective and other skills; education of personally significant and professional qualities of the individual, and others. The implementation of this approach involves the implementation of integration processes at four basic levels of integration: interdisciplinary, interpersonal, individual.

In education, there are always processes of integration and differentiation that form a dialectical unity and reflect the complexity and inconsistency of knowledge development. Let us turn to the most general definitions of integration. In the Encyclopedic Philosophical Dictionary, "integration" is "the aspect of the development process associated with the unification of previously heterogeneous parts and elements into a single whole". Domestic teachers and



psychologists turned to the idea of unification of knowledge. They analyzed the problems of integration in the educational process, the means and forms of implementing integration, the effectiveness of the integrated pedagogical system. For example, B. G. Ananiev identified stages of development of scientific concepts across all curricula, which allowed teachers to use these ideas in the educational process, ensuring the integrity of the educational process, “the integrity of the emotional reflection of objective reality by a person, the unity of the material world.”

Integration is an expression of the unity of the goals, principles and content of the organization of the educational and upbringing process, the result of which are the main competencies. In modern conditions, the integration of science and scientific knowledge is turning from a trend into an ornament. We share the point of view of V. F. Tenishchev⁵ that integration leads to an increase in the level of the educational process due to the transition to a more holistic pedagogical system. The result of integration is the formed competencies among students.

The following principles should be taken into account in organizing vocational education on the basis of an integrated system: the principle of functional compatibility, which implies the interpenetration and coordination of the functions of the subjects of the integrated system for the optimal use of joint resources in solving professional problems; the principle of compliance with regional needs, which implies taking into account the problems of team management and the region's need for personnel in the training of specialists; the principle of continuity, which implies continuity in the content and technologies of vocational guidance, continuity of stages of vocational guidance with pupils and students, consistency and sequence of requirements for the graduate; The principles of integration imply the unity and consistency of the structural and substantive components of the work of guiding students in choosing a profession in an integrated system of general secondary schools, vocational schools and enterprises.

Pedagogical integration as a process is the establishment of connections between objects and relationships using pedagogical tools to achieve final goals. A number of researchers identify the signs of the concept of "integration" in the educational process (integrity, interconnections, direction of the educational process).



Differentiation is one of the opposite sides of the development process, related to the division, separation of the developing whole into parts, stages, levels. Integration and differentiation of scientific knowledge are reflected in education and training, in its content and processional aspects. Integrative courses, training sessions are being developed.

The main task of integration processes is to achieve a synergistic effect based on cooperation and collaboration, which is superior to differentiation and isolation. It is also proved that the use of information technologies in training students results in a result - a synergistic effect.

The course of pedagogy is integrative, providing connections with philosophy, psychology, sociology, history, biology, and others. The level of interdisciplinary connections includes theoretical and substantive, normative-methodological, organizational and managerial aspects. For example, integration: with pedagogy with philosophy, which performs a methodological function in pedagogy; with psychology - a source of scientific substantiation of the educational process; with biology, which studies the natural characteristics of a person (the principle of conformity to nature); with sociology, which reveals the main trends in human development; with history, which has great educational potential, and others.

From the point of view of the problem under consideration, the technology of conducting integrated lessons that help activate cognitive activity and contribute to the socialization of the individual is of interest. So, for example, a lesson on the topic of education - civic culture and the path to the development of society. Previously acquired knowledge is updated. The issue of lessons of the past for the future (the relationship of pedagogy with history) is discussed, then the problems of education in the 21st century and the tasks of educational development (energy crisis, atmospheric pollution, global climate change, organized crime, international terrorism, the increase in juvenile delinquency, etc.) - pedagogy in the fields of economics, politics, ecology, law, etc. The presentation of the main questions of the topic under study is carried out using Internet resources, video plots, problem situations, cognitive tasks. At the consolidation stage - effective cooperation between teachers and students, reflexive-evaluation activities.

To optimize the educational process, it is necessary to rely on certain principles and methodological rules as a necessary theoretical basis. The principles of an



integrated approach to the formation of a worldview are: consistency, integrity, development, conditioning, positivity and the principle of permanence. Unfortunately, the possibilities of combining the content of educational subjects, developed taking into account the expansion of new information technologies and existing ones, and the educational potential of special, elective courses, have not been disclosed. The integrative approach lies in interdisciplinary connections. The use of interdisciplinary knowledge contributes to the integration of education, the harmonization of the relationship between man and nature through the assimilation of a modern scientific picture of the world. It is important for students to use knowledge comprehensively, to critically evaluate the phenomena being studied. To do this, teachers need to use innovative methods and techniques, as well as select thematic materials that have educational value. Our experience has shown that teachers are opening up new opportunities for implementing interdisciplinary connections, integrating knowledge from different disciplines in the minds of students; conducting interdisciplinary lessons.

The content of academic subjects creates broad opportunities for education. For example, turning to the history of pedagogy allows you to study such basic concepts as education and training, education and upbringing, development and socialization, self-education and self-discipline, etc. Consistent study of the main ideas, theories,

trends and problems of modern education contributes to the socialization of the individual. The teacher needs free orientation in various fields of knowledge:

- ☐ knowledge of the philosophy and methodology of the scientific field;
- ☐ theories of socialization of the individual;
- ☐ the basics of conflictology, synergetics, acmeology, pedagogical valeology;
- ☐ knowledge of educational psychology, computer science, etc.

Conclusion

The result of using an integrated approach in the study of pedagogical sciences:

- ☐ optimization of the educational process;
- ☐ systematization of educational and cognitive activity;
- ☐ formation of basic competencies.



Appeal to an integrative approach ultimately leads to the education of the individual characteristics of a citizen. Thus, integration is one of the promising methodological directions of new education

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