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PSYCHOLOGICAL AND PEDAGOGICAL FUNDAMENTALS OF APPLICATION OF INTEGRATED LEARNING IN THE EDUCATION SPHERE

The concept of integration appeared in psychological and pedagogical science in the 20th century, however, a retrospective analysis of scientific works proves that the idea of integrity, unity, interdependence of phenomena in the world originated in ancient China (Confucius) and Hellas (Plato, Aristotle), and appeared in adherence to the principle of encyclopedic knowledge, based on their interrelationship and consistency at all stages of the education process and on the idea of harmonious (integrated) personality development, which is achieved by the combination (integration) of various sciences and arts.

Classics of pedagogical science (Ya. A. Komenskyi, D. Lock, J. -J. Rousseau, Yo. G. Pestalozzi, G. Skovoroda, J. -A. Condorcet, A. Disterweg, Jo. F. Herbart, A. -H. Niemeyer, K. Ushynskyi) developed the basic principles of organizing the process of the young generation education and upbringing. This was revealed in the interdependent process of teaching and learning and its components: subjects (the one who teaches and the one who learns), the purpose of education, means, methods, environment. In the context of this process, integration performed various functions: instrumental, procedural, formative. That is, integration as a process of interaction, combination, mutual influence, mutual penetration, restoration of integrity explains and reveals the main aspects of the pedagogical process. First of all, it demonstrated:

in the pedagogical idea of the personality's harmonious, holistic development;

in versatility of influence on the personality by means of scientific knowledge, art, language, pedagogy;

in unity of the processes of education and upbringing and formation of a new formation (integration object): education training;

in interaction of formal (thinking, memory, intellectual abilities) and material (knowledge of various subjects) education;

in the interaction of the subjects of education: the one who teaches and the one who studies;

in the interpenetration of the components of the environment of the education process: time, place, conditions, situation;

in the interaction of the principles of education: nature conformity: taking into account what is laid down by nature, inherent in a person as such, and cultural conformity, that is, it concerns a person as a representative of a certain culture, tradition, customs;

in the unity of activity and cognition;

in the unity of general scientific methods used in the education process: analysis and synthesis; induction and deduction;

in combination of three components of mastery (“power”) of the one who teaches: disciplinary, moral, didactic;

in the unity of individual and public, universal and national education, the result of which is “true” education.

The modern era (end of the 19th - beginning of the 20th century) expanded the idea of integration not only within various disciplines, but also in the fields of knowledge and spheres of human activity: science, education, economics, sociology. A new direction of research has emerged in psychological and pedagogical science, associated with the appearance of the philosophy of “new education” (as opposed to “old education”): imposition from above - expression and development of individuality; internal discipline - freedom of action; learning with the help of books and teachers - learning by experience; acquisition of certain skills and abilities as a result of training - acquiring them as a means of achieving

the ultimate goal, what makes life especially attractive; preparation for the nearby or distant future - maximum use of the opportunities of the present; unchanging goals and facts - familiarity with the changing world).

Reformers of education in the 20th century were J. Dewey, Ya. Korchak, O. Nill, S. Frenet, G. Sharelman and .Vashchenko, V. Sukhomlynskyi, who integrated philosophical, pedagogical, psychological knowledge for radical changes and restarting the educational process at school. They believed that the school should encourage both teachers and children to be creative, to use various means and forms of development of children's activity.

Representatives of "cultural pedagogics" (T. Litt, E. Spranger, B. Nawroczyński, B. Suchodolski, as the basis of which scientists put the value structure of the personality. Education, as claimed by B. Nawroczyński, is a combination of two different worlds: the value results of the human spirit (language, customs, morals, religious beliefs, forms of social life, artistic, scientific, philosophical works) and internal of the spiritual life of the personality that is being formed.

The integration of classical humanistic pedagogy and modern social pedagogy met the challenges of the time, and the growth of these new dimensions is primarily an enrichment of the former ones. This idea has now been implemented through a competency-based approach to education, i.e. through the formation of key and subject competencies of students of all levels of education, as well as professional competencies in professional education.

Integration in education as a scientific term appeared in the 80s and 90s of the last century. Among foreign educators, such as: R. Kanway, V. Knipp, M. Lipman, G. Matthews, D. Teker, H. -L. Frese, M. Tozzi, emphasizing the developmental aspect of integration, its connection with the formation of critical thinking.

The current state of research indicates a new surge of interest in integration processes in education at the modern stage of education reforming at all levels. The multi-vector nature of scientific research is observed: the implementation of intersubject connections within the subject-differentiated system through the

coordination of educational subjects on the common educational and cognitive goals (A. Danyliuk, S. Honcharenko, Yu. Maliovanyi, O. Serhieiev; I. Kozlovska, V. Maksymov, Yu. Styrkin); integration based on combining several subjects into one in accordance with the common object of study (T. Hladiuk, S. Honcharenko, Yu. Dyk, M. Ivanchuk, V. Ilchenko, I. Kozlovska, N. Netrebko, A. Pinskyi, H. Semeniuk, V. Sydorenko, Ya. Sobko, A. Stepianiuk, V. Usano); meaningful integration of knowledge as a condition for increasing the level of efficiency of the education process and the technology of its implementation (P. Atutov), I. Ziaziun, V. Maksymov, M. Pidliachyi, O. Strikhar, N. Stuchynska, D. Tkhorzhevskiy, T. Khrebto, H. Shyshkin); various aspects of the future teachers' professional training in the context of integrated education (B. Andriievskiy, V. Bondar, S. Honcharenko, V. Zhukov, I. Drach, H. Kobernyk, O. Komar, A. Kravtsova, N. Mishchenko, O. Mukoviz, L. Pastushenko, N. Pakhalchuk, N. Pakhomova, M. Prokofieva, O. Piekhota, N. Rudenko, L. Sebalov, N. Sinopalnikova, S. Skvortsova, N. Tkachova, O. Turianytsia, O. Shkvir and etc.)

In general, scientific research actualizes the thesis about the interpenetration of knowledge and their unity due to application of integration as a principle, means, and process. Therefore, according to modern scientists; opinions, integration is designed to organize general and special knowledge into a coherent system with various interrelationships.

Summarizing the research on the given topic, we will highlight the following properties of integration in the education process: as an element of development, as a condition of integrity, as an organization process; as a way of realizing the goal; as a means of achieving an integrated result.

Therefore, integrated education can be characterized as a process in which the activities of learning subjects, the environment in which learning takes place, and various learning tools are combined (integrated). Thus, integrated education is learning based on the principle of integration, it is education "which is based on a comprehensive approach": content and activity integration. Therefore, education is

considered through the prism of the overall picture, and not divided into separate disciplines.

The study of the history of the issue in the theory and methods of teaching professional education and the development of scientific tools within the defined problem is promising.