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**МУЗИЧНА ТА ХОРЕОГРАФІЧНА ОСВІТА
В КОНТЕКСТІ КУЛЬТУРНОГО
РОЗВИТКУ СУСПІЛЬСТВА**

**Матеріали і тези X Міжнародної конференції
молодих учених та студентів
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Рецензенти:

Мартинюк Тетяна Володимирівна, доктор мистецтвознавства, професор, завідувач кафедри-професор кафедри мистецьких дисциплін і методик навчання Університету Григорія Сковороди в Переяславі;

Демидова Віола Григорівна, кандидат педагогічних наук, професор, професор кафедри сольного співу Одеської національної музичної академії імені Антоніни Нежданової.

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Guo YI NUO

Master's student
South Ukrainian National Pedagogical
University named after K.D. Ushynsky

Alla HRINCHENKO

Candidate of Pedagogical Sciences, Associate Professor
South Ukrainian National Pedagogical
University named after K.D. Ushynsky
ORCID ID 0000-0003-1902-1453

THE CONCEPT OF «INTEGRATION» IN THE INTERDISCIPLINARY SPACE

The article is devoted to the definition of the concept of "integration" in various scientific fields. The essence and role of the integrative approach in education is considered. It is clear that integrated forms of education create new conditions for the activities of teachers and students, are an effective tool for activating intellectual activity and developing learning methods.

Key words: *integration, science, integrated learning, higher education.*

ПОНЯТТЯ «ІНТЕГРАЦІЯ» В МІЖДИСЦИПЛІНАРНОМУ ПРОСТОРИ

Стаття присвячена визначенню поняття «інтеграція» у різних наукових галузях. Розглянуто сутність та роль інтегративного підходу у навчанні. З'ясовано інтегровані форми навчання створюють нові умови діяльності викладачів та студентів, є ефективним інструментом активізації інтелектуальної діяльності та розвиваючих прийомів навчання.

Ключові слова: *інтеграція, наука, інтегроване навчання, вища освіта.*

Modern pedagogical science defines integration as one of the main didactic principles, which are "principles of learning", fundamental ideas presented in all levels and components of education and emphasize their systemic integrity. They manifest themselves most clearly in the process of mastering educational material and relate to the study of all academic disciplines. Scientists claim that modern education is subject-centric, that is, the principle of intra-subject integration is implemented, and integration is the basis of any educational system. The transition of education in modern conditions to a qualitatively new level is, in fact, a movement from intra-subject to inter-subject integration. Such a transition does not involve a change, but the addition of one principle to another, which allows for the formation of a qualitatively new system – an integral educational space that builds on the subject system and fully preserves it as its functional basis.

In the modern explanatory dictionary of the Ukrainian language, edited by V. Dubichinsky (2009), integration is defined as combining something into a single whole (p.365). In the works of many researchers, integration in education is interpreted as a high level of the process of unity, synthesis of knowledge after the previous period of analytical consideration and knowledge of the object.

Thus, the Ukrainian philosopher S.F. Klepko (1998), considers integration as a mechanism of self-organization of the chaos of knowledge, as the introduction of order and unity into the fragmented world of knowledge in order to increase the efficiency of both acquisition and application of knowledge (p.14).

In the "Philosophical Encyclopedic Dictionary", the integrative approach is presented as one that leads to the integration of the content of education, that is, the expedient combination of its elements into a whole. The result of an integrative approach can be the integrity of knowledge of different levels – knowledge about reality, about the nature of events and phenomena, about the content of the subject, course, section, topic. The integrative approach is implemented during the study of integrated courses or individual subjects from the field of education, when the integrity of knowledge is formed due to their integration on the basis of concepts common to all subjects, the application of methods and forms of education, control and correction of the educational achievements of pupils, students, which direct the educational process to unification of knowledge.

The essence of the integrative approach was fully revealed by the tandem of authors S.U. Honcharenko and I.M. Kozlovskaya (1997, p. 12). We support their opinion that the creation of integrated educational courses or programs is not based on the establishment of relationships between knowledge in the educational programs of various disciplines, but based on real connections between facts, things, phenomena, concepts. At the same time, this connection should be natural and not connected with artificial didactic superstructures. That is, work on the creation of integrated

educational courses should begin with the analysis of essential relationships between elements of integration – sciences, fields of knowledge, technologies, theories. The integrative approach reveals the researched object or knowledge precisely in interaction with other information from other fields of knowledge.

We consider the integration of knowledge as one of the didactic principles of the educational process, the general definition of which has not yet been finalized: the basic categories for substantiating the principles of learning have not been clarified, the principles of sequence and subordination have not been worked out at a sufficient level. Undoubtedly, the principles of education are based on the laws and regularities of the didactic process, forming their content. Although there is no direct dependence between them, they serve as a methodological and theoretical basis for defining, developing and justifying the principles of learning. However, it should be noted that these processes are influenced not only by actual pedagogical regularities, but also by social, psychological, economic and other factors. Also, we believe that the integration of knowledge is intended to contribute to the modernization of education, which in turn requires the development of a long-term concept of its implementation.

This should become one of the priority directions of the state educational policy and ensure:

- humanization of education, which assumes that the educational process must satisfy the demand of each individual for educational services of a certain type, taking into account the labor market situation, individual level of education, age, social status, employment, place of residence;
- the fundamentalization of education, the essence of which is the creation of such didactic and educational systems aimed at the assimilation of fundamental knowledge – system-forming, methodologically significant concepts about the primary essence of phenomena, processes, objects outside and inside a person;
- informatization of higher education, which is an effective means that determines great opportunities for operating information, including educational information;
- continuity of education during the entire period of an individual's able-bodied life, when the process of changing equipment and technologies takes place at an increasing pace, requiring appropriate professional retraining, advanced training, etc.;
- efficiency, which is determined by the quality, speed and cost-effectiveness of the technological component of the educational process;
- technologization of all links of education, which means reproducibility and stability of achieving planned results in training and education, etc. (Kutsenko, 2010, p. 198-199).

In the educational environment, innovative processes are often treated "as a well-forgotten old thing" and the concept of "knowledge integration" is interpreted as "interdisciplinary connections". Scientists claim that thanks to integrated classes, students' knowledge will deepen. However, this is only a small aspect of integration in education, and it does not have a clearly formulated definition. There are as many researchers of this pedagogical idea as there are definitions. In our opinion, integration is not only the implementation of various forms of teaching, which have an impact on the effectiveness of the perception of educational material in the student environment, it also examines the manifestations of the same events or phenomena from the point of view of different scientific directions.

It is obvious that integrated forms of education create new conditions for the activities of teachers and students, are an effective tool for activating intellectual activity and developing learning techniques. Integration encourages the use of various forms of teaching, which has a significant impact on the effectiveness of students' perception of educational material, it becomes a plane of cooperation and interaction for all its participants.

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