

THEORETICAL FOUNDATIONS OF INTERDISCIPLINARY INTEGRATIONS

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Annotation:

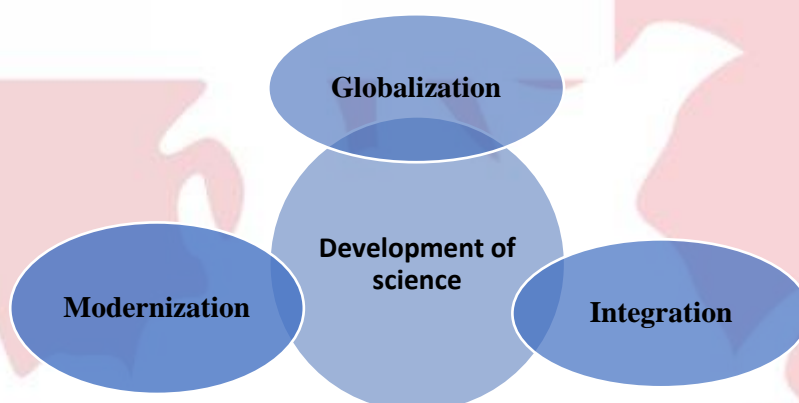
Interdisciplinary integration is considered as a process of mutual coordination of academic disciplines from the point of view of a unified, continuous and holistic development of professional activity.

The article provides a detailed description of the pedagogical mechanism of the formation of personality by means of educational and cognitive activity.

Keywords: interdisciplinary integration, teacher-student, modern education, world experience, effectiveness, pedagogical mechanism.

From the point of view of competence formation, interdisciplinary integration becomes the logical basis for the self-development of a future specialist. The main features of interdisciplinary interaction in the educational process, the conditions for the successful implementation of interdisciplinary integration in the educational practice of universities are revealed. The article is devoted to the problem of the development of the university students through the interdisciplinary integration of different disciplines.

Today, the basis of science can be said as a further developing factor of the following 3 processes.



The possibility of practical implementation of this approach at the level of pedagogical purpose, content, methods and forms of education is shown. The expediency of including work with cultural texts based on the use of laws and methods of linguoculturology, psycholinguistics, hermeneutics for comprehension of historical, philosophical, cultural, linguistic phenomena in the integrative content of education is substantiated. The author

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identifies language as an integrative component that unites all subjects of the humanities cycle. According to the author, the main criterion for the development of the humanitarian culture of students should be considered the level of development of the linguistic personality of the students, that is, the degree of development of discursive thinking.

Interdisciplinary connections are the principle of interaction between individual academic subjects in order to achieve the unity of various sciences for the generalization and systematization of knowledge and methods of activity, and interdisciplinary integration is an integral quality that forms a holistic system in the form of a fundamentally qualitative level of knowledge acquired.

The implementation of interdisciplinary integration is evident in the teaching technologies used: frame, content analysis, the use of various speech technologies, interviewing, the hermeneutic structure of culture, etc. Each of them requires the inclusion of different levers of thinking, especially since they enter into relationships with other cognitive principles in the process of interdisciplinary integration of different disciplines.

Interdisciplinary integration is of particular importance in connection with the digitalization of secondary vocational education. The training of future physical education and sports teachers requires, on the one hand, a high level of pedagogical competence for the successful implementation of professional activities, on the other hand, the graduate must possess digital technologies that allow effective interaction with all subjects of the educational process.

Theoretical foundations of interdisciplinary integrations:

Integration in the learning system is a complex consisting of a pedagogical goal, tasks to be solved, mechanisms and technologies for the presentation of theoretical material and its practical development

Interdisciplinary integration is considered as a process of mutual coordination of the educational disciplines from the point of view of unified, continuous and integral development of professional activity.

The specifics of interdisciplinary integration are structured as follows: natural and technical knowledge, as well as knowledge obtained from the so-called inaccurate sciences, that is, the humanitarian sphere of modern scientific knowledge.

Interdisciplinary learning model, we referred to research in the field of interdisciplinary and integration and made sure that the search for the content, methods and means of teaching based on information technology their academic knowledge and skills into the field of professional activity.

Modern pedagogical science puts forward interdisciplinary integration as a necessary process in education and one of the most important methodological foundations. The emergence of a large number of new academic disciplines makes it necessary for students to assimilate disparate knowledge, apply them theoretically and in practice in a complex. Scientists point to the increasing relevance of interdisciplinary integration in the context of a competence-based approach in education and attribute this to the fact that a modern graduate is a specialist who not only effectively analyzes, designs, chooses optimal ways to solve professional problems, but also owns communication technologies, sets and solves problems in various situations. It should be noted that interdisciplinarity is not a new phenomenon in pedagogy and arose in the process of realizing that overloading students with disparate educational information develops mainly their memory, not their thinking and personality.

Interdisciplinary integration presupposes the following aspects of the issue under study: the integrity of integration and differentiation; the anthropocentric nature of integration; cultural conformity of integration.

The relevance of the problem is also due to the modern level of development of science, which clearly expresses the integration of social, natural science and technical knowledge; determined by complex requirements for the level of research in the field of training specialists, their compliance with the requirements of the professional environment; determined by the specifics of modern priority areas for the development of the educational process of the college and the laws of cognitive activity of students.

An attempt to discover the hidden, reserve possibilities of the educational process in a technical college by integrating the substantive and methodological aspects of general education disciplines, to use this potential to improve the quality of training specialists is not only of scientific interest, but also a real pedagogical effect, allows you to focus on the competence model of the educational process and conduct practice-oriented training.

Currently, scientists, studying various aspects of interdisciplinary integration, use definitions indicating the mandatory use of integrated classes, during which interdisciplinary connections are carried out, on the one hand, and the integrity of basic academic disciplines is preserved, on the other. The researchers' works emphasize the role of interdisciplinary integration in the development of a harmonious personality, intellectual and creative abilities of a future specialist and in the formation of his professional competence

Effective implementation of interdisciplinary integration involves:

- an innovative look at the established technologies of educational activities in the educational system;
- professional development of trainees;

- improvement of the substantive and procedural component of student reporting forms during the intermediate and final forms of certification;
- improvement of teaching materials of teaching staff of the educational institution;
- systematic monitoring of the dynamics of general cultural and professional competencies of both teaching staff and students.

The model of a graduate of a higher educational institution with a qualitatively high level of professional training undoubtedly plays a key role in the formation of a competitively capable employee in demand by the volatile domestic and foreign labor market. At the same time, it is obvious that in the process of forming a personal principle in a person, the humanitarian component of modern scientific knowledge plays a dominant role, after all, since it is at the heart of the socio-cultural development of the individual.

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