

## **PEDAGOGICAL CHARACTERISTICS OF INTEGRATION PROBLEMS IN THE SCHOOL SYSTEM**

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**Annotation:** In this article the pedagogical peculiarities of interrelation of school subjects are solved. Views of great teachers on the issues of integration and actual aspects of integration into modern education systems.

**Key words:** subject dissociation, mutual communication, integration, modern school, didactic equivalents.

### **Introduction**

The modern education system is aimed at forming a highly educated, intellectually developed personality with a holistic view of the picture of the world, with an understanding of the depth of connections of phenomena and processes representing this picture. Subject dissociation becomes one of the reasons for the fragmentation of the school leaver's worldview, while in the modern world tendencies towards economic, political, cultural and information integration prevail. Thus, the independence of subjects, their weak connection with each other cause serious difficulties in forming a holistic picture of the world for students and hinder the organic perception of culture.

Integration belongs to didactic principles and it would not be an exaggeration to say that it is the first among equals. This understanding makes it possible to propose a hypothesis about a new educational paradigm: the existing education is pre-metacentric, that is, all subjects function as autonomous educational systems and do not sufficiently meet the requirements of the time, and it is assumed that the introduction of integration of subjects into the education system will solve the tasks currently set for the school and society as a whole. Integrated lessons contribute to the formation of a holistic picture of the world among children and to understanding the links between phenomena in nature, society and the world as a whole.

It may be noted that the roots of the integration process lie in the distant past of classical pedagogy and are related to the idea of inter-subject links.

The great didactic Jan Amos Comenius underlined: "Everything that is in a mutual connection should be taught in the same connection".

The idea of inter-subject links is addressed later by many teachers, developing and summarizing it. Thus, D. Locke's idea is associated with the definition of the content of education, in which one subject should be filled with elements and facts of another.

I.G.Pestalozzi on a large didactic material revealed the variety of interconnections of the subjects. He proceeded from the requirement: "Bring all essentially related subjects into your consciousness in the very connection in which they are really in nature. Pestalozzi pointed out that there was a special danger of separating one object from another.

Nowadays integration in the modern school is understood as one of the directions of the active search for new pedagogical solutions for the improvement of things in the school, for the development of the creative potentials of the pedagogical groups and of the individual teachers in order to have a more effective and reasonable influence on the pupils.

Integration as a pedagogical phenomenon has a long tradition.

First of all, some school subjects are of an integrative nature. More often it was integration of the internal subject level: for example, literacy lessons (teaching reading and writing) - an already integrated lesson (since K.D. Ushinsky these lessons have been integrated) or school course of literature is always the integration of the science of literature, reading practice and writing experience, i.e. phenomena of different order, connected with each other on the basis of goal setting.

However, now there is a new stage of the approach to the unity of school subjects, when from the stages of implementation of inter-subject relationships, which allowed a series of phenomena from different subjects, their independent, as if parallel existence, it is necessary to move on to the integration of these phenomena, to the birth of new integrity, i.e., a true integration.

What is the essence of integration in learning?

In the case of a learning system, "integration" as a concept can take on two meanings:

- firstly, it is the creation of a holistic view of the world (integration is seen as a learning goal);
- secondly, it is to find a common platform for the convergence of subject knowledge (integration is a means of learning).

The integration of subjects in a modern school is one of the directions of active search for new pedagogical solutions that contribute to the improvement of things in the school, to the development of creative potentials of pedagogical teams and individual teachers in order to have a more effective impact on students. Integration between subjects does not negate the subject system. It is possible by improving it, by overcoming disadvantages, and it aims to deepen relationships and interdependencies between subjects.

Integration is not a change of activity or a simple transfer of knowledge from one subject to another, but a process of creating new didactic equivalents reflecting the trends of integration of contemporary scientific knowledge.

One of the most significant results of integration is unity in the formation of values in different subjects in a growing generation.

Different ways of integration are currently being used. This is primarily the integration of several academic disciplines into a single subject. And it should be kept in mind that different ways of implementing integration cannot be abstractly good or bad. The essence of the problem is not to reject one of them and apply the other, but to introduce a system of integration measures taking into account the age characteristics of students at all levels of education. The introduction of such a system, which does not reject differentiation in learning, but complements it, may be more than traditional subject training, contribute to the education of a widely erudite young man, who has a holistic worldview, the ability to independently systematize the available knowledge and unconventional approach to solving various problems.

Both favourable and unfavourable factors exist for integration in primary education and training. These factors largely determine the tactics of integration. Positive factors include, above all, the presence of large potential for the development of the child's intellect, which is not sufficiently used in traditional teaching.

The problem of integrated content in education has its own difficulties. But at the same time, there are factors that make it easier to solve. One of them is the fact that in primary school the main part of all subjects, except for some, is taught by one teacher. And there is a positive side to it. It's easier for a primary school teacher to move to integrated teaching.

The integration of subjects in primary school is not new. Natural sciences is a course that combines at least seven areas of knowledge. Reading includes, in addition to fiction literary texts, materials on history, nature. Mathematics is also an integrated subject in itself. It contains arithmetic, algebraic and geometric material. If we consider it from this point of view, we can't but agree that in primary school all the courses are to some extent integrated.

Integration of subjects seems a very promising means of improving the curriculum and thus the entire education system. Integration is often understood as the mechanical connection in the educational process of individual phenomena that do not have a "common denominator". As a consequence, the integration process faces many unresolved problems, the main of which today can be called such as: how to integrate?

When is it possible to integrate subjects?

It involves three conditions:

- the objects of research must match or be close enough;
- integrated subjects use the same or similar research methods;
- integrated subjects are built on common patterns, common theoretical concepts.

Compliance with all three conditions allows for the integration of subjects.

It is important to note that it is the practical teachers who have started to study the problem of integration and make their comments on the pages of the press. This is a positive fact for the development of integration, as truth is born in a dispute.

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