

THE IMPORTANCE OF AN INTERDISCIPLINARY APPROACH TO TEACHING PHILOSOPHY

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ABSTRACT:

In this article analyzed the relevance of using an interdisciplinary approach during the teaching of philosophy. The author of this article paid attention to the points of the connection of philosophy and science.

KEYWORDS: philosophy, science, problems, approaches, methods, information, knowledge, education, pedagogy, interdisciplinary approach.

INTRODUCTION:

Reading and studying philosophy and understanding the essence of the content of philosophical ideas requires one to have knowledge in a certain sense. For while philosophical observation of the universe, being, man, and his life is abstract, it also requires concreteness.

In the process of teaching philosophy, of course, it is important to rely on scientific knowledge, that is, the existing sciences, their achievements. Because the concept of philosophy and science are closely intertwined. Initially, all sciences existed in the structure of philosophy, and later, as a result of differentiation, each science gained the status of an independent science, separated from philosophy, but today the connection between them has not lost its significance.

The process of integration between disciplines and the emergence of

interdisciplinary approaches have a major impact on philosophical thinking, as well as on the existing paradigm. Because the integration between different disciplines leads to a change in research and the emergence of new discoveries, ideas and doctrines, which in turn leads to a change, renewal of our philosophical ideas about the universe.

In the process of teaching philosophy, the interdisciplinary approach is crucial in the development of thinking, worldview. In the process of teaching philosophy, it is important to analyze the traditional problems of philosophy in terms of an interdisciplinary approach.

There are several objective reasons for the growing role of interdisciplinary approaches in the teaching of philosophy.

The first and foremost reason is the nature of human cognition. In this case, especially scientific knowledge becomes increasingly important methodological. That is why we rely on axioms before we base any new theory. However, the nature of axiomatics is always intuitive: there is no need to prove axioms, it is accepted intuitively, on the basis of experience. Then, after the adoption of the system of axioms, the "body" of science is built. This stage involves discursive, logical, proof processes. While any science is surprising, it ends up confirming it through intuition-based experience. In fact, if we conduct 1,000 experiments and "make sure" that our theory is

correct, who can guarantee that in 1001 experiments it will not be rejected. Thus, here we believe in intuition, because verification through experience is distinguished by the fact that the immanent has a limited basis. Similarly, the nature of axiomatics and the nature of experience are also intuitive. So let the theory be created and let it "work". However, the time will come when the scientist will come across some confirmation that cannot be proved or refuted within the framework of this theory. This situation is strongly confirmed by K.Gyodel's incomplete theorem [1; 62]. In order to acquire new knowledge, it is necessary to create a new system of axioms and a new "body" of knowledge. The mechanics of Aristotle, I. Newton, and Einstein were also in the same situation. At the same time, each old theory goes into the new. This is the essence of the principle of conformity formulated by N. Bor.

Theorists of science, historians of science, justify the development of both science and society in general in relation to information. Indeed, there is a growing trend of integration of philosophical knowledge based on information technology.

"The process of informatization as the next direction of the dynamics of human society requires the development of life in a number of areas. Significant changes are taking place in the field of education in this direction. In particular, due to the scientific revolution and informatization, there is an opportunity to further increase the efficiency of reading and teaching"[2; 22].

However, today people can develop the intuition that is often formed as a result of engaging in philosophy, creativity, art. Thus, along with the objective process of information development, the role of interdisciplinary knowledge, which acts as a bridge between the exact sciences, philosophy and art, is growing. It is difficult to say that creative thinking is

necessary for the simple study and teaching of well-known ideas. It is actually an intuitive-reproductive mental process (learning process, formal-logical operations on computers, etc.). However, it will be possible to demonstrate creative thinking through the introduction of interactive teaching methods in this process as well [3; 12].

The second reason that allows us to talk about the growing role of the interdisciplinary approach in the teaching of philosophy is obvious, and it is due to the fact that the attitude of research in the philosophical sciences to subject and method has changed. The traditional preference of the natural sciences was quantitative methods of research, and the subject consisted of many general laws of natural development.

The efforts of modern science to reveal the uniqueness of each subject, its all-round characterization, sometimes required the involvement of various materials from neighboring humanities and natural sciences. Such an approach is appropriate because no area of knowledge is isolated, and the inclusion of all of these areas in the discussion will make up for the shortcomings associated with the highly specialized nature of education today.

Many problems of modern philosophy cannot be solved without understanding the content of the processes leading to the integration of science and the synthesis of scientific knowledge. This is because the analysis of such philosophical knowledge consists of a variety of disciplines in which modern natural-scientific, mathematical and technical knowledge is differentiated and integrated. In turn, these natural and exact sciences also develop in interaction with each other. Because of this, they help a person to understand this world more deeply. It also has a more effective effect on meeting a person's material and spiritual needs. Today, major

scientific innovations are created at the intersection of sciences [6; 43].

In order to educate future philosophers, it is necessary to increase the fundamental polytechnic training, to strengthen the interaction of all subject teachers. To do this, the following principles must be strictly observed:

- Interdisciplinary approach and the creation of a global scientific and educational environment (the study of not only subjects, but also their problems requires the convergence of methodological approaches in the field of natural sciences and humanities.)

- To develop in students the ability to think and construct invariants of knowledge, relying on the analytical and creative nature of philosophical thinking, not just the scheme of individual formulas in the name and remembering only the cases. They are required to prove that they have no particular meaning or scientific value.

The addition of the above two issues leads to a change in views on philosophy textbooks as a basic methodological tool and a source of knowledge.

By explaining, simplifying, and observing each of the interconnected objects being studied, the reader thereby changes their content, opens them, and thus learns these objects. However, following the rules of thinking not only improves the subject, but also transforms the person as a subject of cognitive activity.

Thus, interdisciplinary relationships have a multifaceted impact on the learning process. For example, it covers a variety of goals and objectives, from setting it to implementing it and achieving results.

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