

References

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INTEGRATION OF SUBJECTS AT MODERN SCHOOL AS THE PEDAGOGICAL PHENOMENON

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Integration as the pedagogical phenomenon has old traditions. First of all some school subjects have integrative character. In what the integration essence consists in training? With reference to system of training «integration» as the concept can accept two values: first, this creation at schoolboys of complete representation about world around (here integration is considered as the training purpose); secondly, this finding of the general platform of rapprochement of subject knowledge (here integration – a tutorial). Integration of subjects at modern school – one of directions of active searches of the new pedagogical decisions promoting improvement of affairs in it, to development of creative potentials of pedagogical collectives and separate teachers for the purpose of more effective influence on pupils. Integration as the phenomenon has appeared, first of all in “the big” science, in fundamental and its applied branches. Thus, integration between subjects doesn't deny subject system. It is a possible way its perfection, overcoming of lacks and is directed on deepening of interrelations and interdependence between subjects. The problem of a pedagogical science – to help the teacher to carry out the integration directed on restoration and association of separate elements and parts of different subjects in a single whole at uniformity of the purposes and functions of training. Long-term supervision show that pupils of initial classes, and later graduates of high school, having received preparation in those or other subjects, find it difficult to apply «private» knowledge, abilities at studying of other subjects in practice. They have not enough independence of thinking, ability to transfer the received knowledge in similar or other situations. All it occurs because of mutual inconsistency of employment on various subjects of elementary school. Integration at mod-

ern school goes in several directions and at different levels. We will note these levels:

- The intrasubject;
- The intersubject.

Now various ways of integration are used. It is first of all association of several subject matters in a uniform subject. Also it is necessary to mean that various ways of realization of integration can't be abstractly good or bad. A problem essence in to rejecting one of them and to apply another, and to enter system of integration measures taking into account age features of pupils of all educational levels. Introduction of such system which is not rejecting differentiation in training, and supplementing it, can, to be in a greater degree, than traditional subject training, to promote education of widely erudite young man possessing complete outlook, ability independently to systematize knowledge available for it and non-conventionally to approach to the decision of various problems. Creation at the schoolboy of complete representation about world around is considered as the training purpose. Integration as the purpose should give to the pupil the same knowledge which reflects coherence of separate parts of the world as systems, to teach the child to represent from the training first steps the world as a unit in which all elements are interconnected. Realization of this purpose should begin already at elementary school. Integration also – means of reception of new representations for a joint of traditional subject knowledge. Integration at elementary school has quantitative character, i.e. «it is a little about all» and it means that children receive all new and new representations about, concepts, regularly supplementing and expanding a circle of already available knowledge. Ability to synthesis of isolated knowledge and abilities is for this purpose necessary. As a result of training necessity, to know «all about the little» and it already specializes at new integration level acts. Finally, integration should promote reunion of integrity of attitude – unities of the world and the person living in it and its learning, unity of the earth and space, the nature and the person. The general-humanistic basis of process – statement in the center of the modern person, with its place and a role in the natural and social environment here takes place.

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