

IMPLEMENTATION OF FOREIGN EXPERIENCE OF THE USE OF PRINCIPLES OF INTEGRATED LEARNING AT HIGHER SCHOOL

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The article is about a pressing issue of Ukrainian higher education establishments in the context of integrated education. The necessity of implementation of integrated training in the domestic higher educational institutions is substantiated. The focus on the importance and relevance of this problem is made. Attention is drawn to the fact that the idea of integrating knowledge was of interest to scientists from ancient times. It is demonstrated that this problem was of interest to Jan Amos Comenius, John Locke and Pestalozzi. A brief analysis of recent research and publications on the issue has been made. It is emphasized that the idea of integration of knowledge is extremely popular in the world. Its development, as shown by the practice of foreign countries, such as Finland and Germany, gave the opportunity to form students' qualitatively new knowledge characterized by a higher level of thinking, the dynamic application in new situations, increase in efficiency and systematicity. Therefore, the experience of these countries can be useful for Ukraine. The article gives an overview of the experience of Finland and Germany in introducing integrated education into the education system in order to develop proposals for borrowing and use of such experience in Ukraine. The definition of "integration" is given. It is the process of adjusting and combining disparate elements into a single unit. Methodological principles, ways and phases of interdisciplinary integration are discussed. It is emphasized that interdisciplinary connections are usually divided into horizontal and vertical ones. Horizontal interpersonal communication occurs when the objects that can be integrated are studied not simultaneously (for example, during a week, month, semester, year, etc.). Vertical communication can be observed if integrated subjects are studied during one time interval (for example, during one lesson or one day), i.e. if the teacher studies one topic in all the lessons, drawing on other subjects on the basis of students' skills and abilities. Attention is drawn to the importance of constructing interdisciplinary connections between computer science and foreign language with other disciplines. The advantages of implementation and priorities of integrated training at higher educational institutions are highlighted.

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