

INTEGRATIVE APPROACH IN THE HIGHER EDUCATION SYSTEM: CONCEPTS AND FEATURES

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The article analyzes the essence of the integrative approach in the system of higher education. Theoretical analysis of the scientific literature on the problems of implementing an integrative approach in the system of higher education is done. The purpose of the article is to define the concepts of “integration” and “integrative approach”, the essential features of the integrative approach, the possibilities of applying the integrative approach in the higher education system. Integration is seen as the union and interpenetration of parts, strengthening the interdependence and coherence of the elements of the system. A description of the definition of “integration in education” as a pedagogical category, which provides the opportunity to create relationships between disciplines; reveals the role and place of interdisciplinary links in the education system; identifies the idea of the need to integrate the content of academic disciplines to obtain holistic knowledge; characterizes the methods of teaching material by the teacher in an integrative approach. The levels of implementation of the integration approach in the system of higher education are revealed: semantic (actualization, humanitarian, technological, cognitive blocks) and technological (use of mental operations of synthesis, generalization, comparison, correlation, etc. in the process of solving problem situations; search for points of contact between different, sometimes opposite, phenomena). It is noted that the implementation of an integrative approach in higher education institutions creates a single educational environment for the formation of general and special competencies of future professionals, which opens up great opportunities for mutual transition, complementarity and mutual transformation. As a result of the analysis of the scientific literature, the elements of the integrative approach in the system of higher education are distinguished and characterized: subjects of integrative learning, content of education, technology of integration, integrated teaching aids, integration communication. It is established that the introduction of an integrative approach, the use of its concepts and methods affects the effectiveness of the process of training future professionals in higher education.

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