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PEDAGOGICAL SCIENCE

IMPLEMENTATION OF INTERDISCIPLINARY CONNECTIONS IN THE PROCESS OF STUDYING SOCIAL AND HUMANITARIAN DISCIPLINES

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Abstract

The article analyzes the interdisciplinary approach in the educational process. The concept of "integration" is specified, the meaning of the concept of "interdisciplinary relations" is substantiated. The strategic directions of updating the learning process based on the application of the principles of interdisciplinary connections in the process of studying social and humanitarian disciplines are identified. The pedagogical conditions for the effectiveness of the use of interdisciplinary links are the use of educational and methodological complex, taking into account the specifics of the study of social and humanitarian disciplines; conducting various types of control over the results of independent cognitive activity of students.

Keywords: interdisciplinary connections, integration classes, cognitive activity of students, interdisciplinary integration.

The idea of using interdisciplinary approach in the educational process has recently become very popular. Ukraine have made some progress in this direction. Thus, the study of the experience of implementing interdisciplinary links becomes relevant.

Interdisciplinary relationships contribute to the development of different disciplines based on interaction with each other, based on internal rules and affect the increase in the scale of the students' scientific outlook. These rules are the core of active participation in cognitive activity.

The application of interdisciplinary links is insufficiently studied. This determines the urgency of the problem. The purpose of the article is to generalize, clarify and specify the essence of the concept of "integration", substantiate the meaning of the concept of "integration classes" and identify their distinctive features; in determining the strategic direction of updating the learning process, which is the application of the principles of interdisciplinary links in the study of social and humanitarian disciplines.

Integration processes in education are considered and analyzed in the works of many scientists: Andrew Barry, Babenko A., Sova M., Georgina Born, Gisa Wieszkalnys, Shevchuk K. and others.

Theoretical and methodological aspects of didactic integration are considered by S.U. Goncharenko, R.S. Gurevych, S.F. Klepko, Ya.M. Sobko and others. The search for ways to solve the problem of integration of knowledge and integrated classes is carried out by T.V. Thorzhevskaya, M.R. Artsyshevskaya, S.P. Tkachenko and others.

The paper of Gary Marchioro, Maria M. Ryan, Tim Perkins describes the introduction of an innovative approach to integrated learning using interdisciplinary

projects. The authors reflect on issues related to the implementation of interdisciplinary teaching and learning strategies, which is a departure from traditional approaches in higher education. They considered as a student center an approach to learning can support innovation in higher education. This emphasizes the importance of providing students an integrated approach to field learning in the context of one's own educational institution [9].

According to A. Babenko, integration is the interpenetration of elements that are separated, but have a genetic relationship: the internal connections of science, art, knowledge and ideas about the world and man, and so on. Pedagogical integration is a kind of scientific integration, which, however, is carried out within the framework of pedagogical theory and practice, provides explanation, prediction of specific manifestations of integration in the pedagogical process. Pedagogical integration is a well-organized connection of similar parts and elements of content, forms and methods of teaching within the educational system, which leads to the self-development of the individual. That is, integration is a qualitatively excellent way of structuring, presenting and mastering the program content, which allows a systematic presentation of knowledge in new organic relationships and has a significant impact on personal development [1].

In the scientific literature, interdisciplinary connections are regarded as a didactic condition for the development of cognitive activity and independence that enhance scientific aspect and availability of learning. The interdisciplinary connections in modern university e-learning environment is an another side of studying of problem.

Attracts the attention of the study Bayan AlHashmi and Tariq Elyas. In their study, they concluded that second language development is marked by 'systematicity' and 'variability.' Classes in which students are different in terms of their competence, needs, interests and styles of learning are called "mixed-ability classrooms" [6].

Among foreign researchers, Andrew Barry, Georgina Born and Gisa Wieszkalnys have devoted their research to an interdisciplinary (interdisciplinary) approach [8]. It is noted that interdisciplinary research will bring science and technology closer to the needs and concerns of citizens and consumers. Researchers considering the prospects and reassessment of the interdisciplinary approach, came to the conclusion that it is necessary to take into account the specifics of the interdisciplinary field. After all, the expansion of "interdisciplinarity" does not aim to replace "disciplinary purity" as a means of protecting academic autonomy [8].

Susan M. Drake uses terms such as multidisciplinary, multidisciplinary, interdisciplinary, and transdisciplinary. A significant difference between the three approaches is determined by the existing level of division between subjects that cover a certain area. Susan M. Drake and Rebecca C. Burns, believed that the three approaches fit the evolutionary continuum [8].

Multidisciplinary integration may be somewhat different because the procedures of these disciplines are dominant. However, even intradisciplinary projects must include mathematics and literature / media to be rich and energetic (Erickson, 1998). Although teachers can organize a transdisciplinary curriculum around a real context, the reality of standards coverage and assessment in different subject areas quickly returns them to the disciplines.

To create integrated programs, you can combine:

- related humanities;
- foreign languages and their cultural environment.

Thus, when teaching social and humanitarian disciplines, interdisciplinary integration can take place at different levels, but should follow such principles as integrity, system, structure, multilevel, compliance with all aspects of social and cultural life [4, p.169-177].

The ability to work with foreign language documentary sources, socio-political, historical literature provides an opportunity to activate the student's independent cognitive activity.

Due to foreign literature, students learn to perceive foreign language information, understand it and edit it. That is why such tasks are appropriate, which involve the use of foreign literature, contribute to the comprehensive activation of students' skills. Thus, the involvement of interdisciplinary links allows students to unleash their creative potential and develop as a person.

It is worth noting that interdisciplinary connections in the process of teaching history enhance the independent cognitive activity of students. As an example, you can learn the integration of history and a foreign language. During the independent work on the recent history of Europe and America, it is proposed to use English-language socio-political authentic sources. Thus, there is a relationship not only within the discipline itself, but also at the interdisciplinary level. This

has a positive effect on the activation of independent cognitive activity of students in the study of these disciplines. Thus, there is coordination between the initial programs in history and a foreign language, and thus the principle of integration is implemented.

Conclusions. The relevance of interdisciplinary links in teaching is obvious. It is due to the current level of development of science, which clearly expresses the integration of social, natural and technical knowledge. Man no longer has enough knowledge in only one field of science. It is impossible to study one without touching the other.

The effectiveness of the implementation of the interdisciplinary approach in the educational process depends directly on the number of required connections between concepts, phenomena, processes, examples which contribute to the restoration of knowledge gained before. The main functions of interdisciplinary connections are the following: methodological; forming, which implies the solution of educational, developmental and educational problems; constructive, which contributes to the modernization of the educational process; cognition, which is associated with the development of students' thinking.

Therefore, when considering the problem of applying the principles of interdisciplinary connections in the process of studying of social and humanitarian disciplines, it should be noted that the above principles are becoming increasingly popular. Training in the e-learning environment that engages interdisciplinary connections helped students to organize, develop and deepen their knowledge, apply it in practice correctly and confidently, including the study of social and humanitarian disciplines. Overcoming the focus on only one discipline contributed to the removal of the unbalanced learning, cognitive and professional activities of future professionals, to the development of their independence.

Thus, interdisciplinary connections are effectively used to stimulate students' independent cognitive activity in the process of studying social and humanitarian disciplines. The pedagogical conditions for the effectiveness of the use of interdisciplinary links are the use of educational and methodological complex, taking into account the specifics of the study of social and humanitarian disciplines.; conducting various types of control over the results of independent students cognitive activity.

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