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INTEGRATION AS AN INNOVATIVE METHOD OF LESSON

The main goal of modern education is the formation of the basis for self-realization of the individual, which becomes possible under the condition of creating conditions for self-discovery, self-improvement and development of the student's creative potential. Many years of work experience of foreign and domestic scientists in the field of education gives reason to assert that the solution to the problems of personally oriented education and its effectiveness is connected with the integration of the content of education. Scientific studies prove that the integration of the content of education largely solves the problem of strengthening and preserving the physical health of schoolchildren, contributes to increasing motivation for educational activities.

Modernity is characterized by the integration of sciences, the desire to get the most accurate idea of the general structure of the world. Integration is an important condition of modern science and the development of civilization as a whole, because the current stage of scientific thinking is increasingly characterized by the desire to consider not individual, isolated objects, life phenomena, but their more or less broad unity. Integrated education enables free choice of content, topic, and techniques used in the process of student learning. The issue of integration of educational subjects in the institution of general secondary education is an actual problem that is being

investigated by modern scientists and practicing teachers. In particular, the problems of integrative learning and integrative processes in education were studied by I. M. Bogdanova, S. M. Bogomaz-Nazarova, L. V. Vychorova, O. V. Vozniuk, S. U. Goncharenko, N. M. Demyanenko , V. O. Kirsanova, I. M. Kozlovska, B. Yavorskyi, V.Y. Yakilyashek and others [1, p. 10].

The relevance of the idea of integrated education is that it is optimal for the current stage of the development of the national school, because at this stage the content of education is being improved, the amount of necessary information is increasing, and the time allocated for its assimilation is decreasing. The ideas of integrated learning are extremely relevant today, as they contribute to the successful implementation of new educational tasks: they enable the teacher to master a significant amount of material together with the students, to achieve the formation of strong, conscious inter-subject connections, to avoid duplication in the coverage of a number of issues [3, p.9] .

Integration is a means of intensifying the lesson. Psychologists who study the learning process believe that with integrated learning, the similarity of ideas and principles can be traced better than with the learning of different disciplines separately, since at the same time it becomes possible to apply the information received simultaneously in different fields - theoretical, practical and applied. The integration system provides an even, equal combination of related topics of school subjects, the study of which is mutually intertwined at each stage of the lesson [2, p.25].

Integration as a means of teaching students contributes to the acquisition of new knowledge, ideas at the junction of traditional subject knowledge. The highest form of integration is the realization of interdisciplinary connections at a qualitatively new level. As a single integrated system, integration is an effective means of teaching children based on more advanced methods, techniques, forms and new technologies in the educational process. This system of education includes various elements, the combination of which contributes to the birth of qualitatively new knowledge, mutually enriching subjects, contributing to the effective implementation of the triune goal. In addition, by intensifying the educational process, integration helps to relieve

overstrain, load, and fatigue of students due to switching to various types of activities during the educational process.

The analysis of current research on integration problems gives us the opportunity to conclude that this process in institutions of general secondary education should be carried out at three levels, namely:

- meaningful, the basis of which is the unity of dialectical connections, phenomena, processes, facts, laws, homogeneity of interpretation of concepts, categories;

- technological, determined by the unity of methods of cognition (dialectical, logical), the experience of students' creative cognitive activity;

- functional, which is manifested in the orientation of the formation of a holistic picture of the world based on the value orientation of students in the process of learning.

Analyzing the material presented above, we conclude: integrated education is built on strengthening the interrelationships of all components of the content of various subject areas, which reflect to one degree or another a holistic picture of the world in its natural interrelationships and interdependencies, and is aimed at the formation of knowledge, skills and skills that contribute to the comprehensive development of the student's personality. Students' cognitive activity is activated, as most integrated lessons include elements of problem-based learning. We believe that the problematic nature of education creates a contradiction between knowledge and ignorance in the student, and causes him the need for active perception and understanding of new educational material. Problem-based learning is an effective means of increasing students' interest in the lesson. At the current stage, individual elements of the integrated approach to the organization of the educational process in institutions of general secondary education have been implemented in practical activities. It has been proven that the integrated approach in education contributes to the expansion of the socio-cognitive experience of students in line with the specific educational and educational tasks set by the teacher, the intensive development of schoolchildren in the aspect of the chosen topic, the formation of interest in the events and phenomena of

reality, the education of personality, and the development of general educational skills of students.

One of the traditional and urgent tasks of education is the formation of a holistic picture of the world in students. Integration in the learning process performs the function of combining multi-subject knowledge into a coherent picture of the world. Establishing and assimilating in the process of learning the interrelationships and interdependence between individual elements of knowledge from different educational disciplines contribute to the deepening and expansion of knowledge, the formation in students of the ability to generalize and systematize information, and develop systemic thinking. The idea of integration becomes especially relevant in the context of the introduction of a number of innovations related to the development of the New Ukrainian School [4, p.69].

The integrated lesson has a unique structure and consists of three main components. The first component represents the student's knowledge and skills in a subject discipline, such as biology, consists of three blocks:

1) actualization of existing basic knowledge and methods of activity;

2) formation of new knowledge and strategies of cognitive activity;

3) application – formation of subject competence.

The second component, which represents knowledge and skills from another subject area, for example, chemistry, consists of similar blocks. The third component is a synthesis of knowledge and skills in the process of educational activity and consists of four blocks, each of which determines the degree of integration.

Forms of integration can be:

- subject-figurative, used to create a broader and more holistic view of the subject of knowledge;

- conceptual, when a phenomenological analysis of the phenomenon that makes up the concept is carried out and a thesaurus field of the concept is created;

- worldview, in which the scientific phenomenon under study is substantiated with the help of scientific facts;

- activity, in which the procedure of generalization of methods of activity, translation and their use in new conditions is carried out;

- conceptual, in which students develop new ideas, proposals, methods of solving a scientific problem. The choice of forms of integration is also influenced by the selected meaningful components of integration, the level of development of students, their ability to combine knowledge from different disciplines.

The ways of structuring an integrated lesson can be different: - you can make an integrated lesson from mini-lessons built on material from other disciplines; - it is possible to make a complete lesson with a single methodical structure; - it is possible to build an integrated lesson as a series of modules (algorithms, problems, educational goals and cognitive tasks) that comprehensively combine integrated knowledge, skills and abilities. In the process of planning the course of the lesson, it is desirable that each stage of the lesson includes students' knowledge of all integrated subjects. At the same time, it is important that the lesson is perceived as a whole.

Therefore, the integration of knowledge from various disciplines in integrated lessons is an effective form of learning about the environment. An integrated lesson as a rather complex form of work requires long-term, thorough preparation of the teacher and students. An integrated lesson activates the educational and cognitive activity of students, provides them with the opportunity to work with additional sources of information, learn independently, and use Internet resources. Integrating knowledge from different disciplines during the lesson allows you to create an atmosphere of cooperation, which should become one of the teacher's strategic goals. It is the integrated approach that makes it possible to use the emotional influence on the student, to organically combine the emotional and logical basis of the educational process, ultimately building an education system based on the comprehensive development of the student's personality.

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