

INTEGRATION OF KNOWLEDGE AS A MEANS OF IMPROVING THE CONTENT OF TECHNOLOGICAL EDUCATION

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At the current stage of society's development, scientists and educators objectively state a social phenomenon: people's consciousness significantly lags behind the development of global processes, a person does not have time to comprehend their content, causes of occurrence and interrelationships, does not predict the possible consequences of their further development. Integration in education, especially in the context of the large-scale reform of the New Ukrainian School, allows organizing the learning process in such a way that the student can later use the knowledge and skills acquired at school in real life situations [3; 4].

The problem of knowledge integration is quite relevant and has been the subject of consideration by many scientists. Integration in didactics was understood by S.Arkhangel'sky as the interrelationship of content, methods and forms of education; H. Baturina - as a holistic educational process; H. Fedorets – as various connections between the structural components of the pedagogical system. A significant amount of research has been conducted on various aspects of integration in the educational process. S. Arkhangel'sky, V. Bezrukawa, S. Vasylieva, I. Zverev, M. Makhmutov, S. Ahapkin, G. Baturina, V. Zagvyazinsky, V. Ilchenko, V. Rozumovsky worked on these issues. Integration in education is considered by scientists in many aspects: as a factor in the development of educational systems; as a type of scientific integration carried out within the framework of pedagogical theory and practice; as a higher form of reflection of the unity of goals, principles, content, forms of organization of the learning and education process; as a process and result of the interaction of structural elements of the content of education, which is accompanied by an increase in the systematicity and compression of students' knowledge; as a purposeful association, the synthesis of relevant educational disciplines into an independent system aimed at ensuring the integrity of knowledge and skills.

The problem of knowledge integration was considered in many dissertations related to the technological education field (V. Kurok, V. Moshtuk, T. Thorzhev'ska, V. Sydorenko, etc.). The results of research conducted in this direction indicate that the implementation of integration links provides a solution to the issues of education and education of students at a qualitatively new level. Thanks to the integration of knowledge, the foundation is laid for schoolchildren's comprehensive vision of the complex problems of reality.

N. Kostyuk notes that thanks to integration, there is an increase in the unity, integrity and information capacity of knowledge, the level of its generalization and

complexity, and as a result of this - the growth and expansion of its heuristic capabilities [1, p.11].

Let's turn to the current trends in the field of education related to the reform of the New Ukrainian School. A teacher of technology must be familiar with new approaches in solving the issues of constructing the content of the subject "Technology" in order to increase its didactic effectiveness. This will create opportunities for the implementation of educational tasks, which are especially important in today's conditions. Integration of knowledge is a natural process for modern education. We adhere to the opinion that it is necessary to qualitatively update the content of technological education in the direction of its Ukrainization, valueologization, and environmentalization.

The analysis of specific mechanisms of knowledge integration showed that «integration occurs in the case when there were previously separate elements in something and there are prerequisites for their unification, these elements are not combined summatively, but through synthesis and the result of such unification is a certain a system characterized by integrity» [2, p. 64].

In the case of the educational subject «Technology», the integration of knowledge (as a means of optimizing its content) makes it possible to form content with a Ukrainian studies orientation and at the same time scientific validity. Let's note a number of positive points: firstly, it helps students see problems in a complex way; secondly, there is a real possibility, against the background of the generally accepted goal of forming professional competences in students, to also involve young people in the achievements of national culture, which will contribute to the education of national self-awareness; thirdly, students will be able to use acquired knowledge and skills more effectively in life situations.

Thus, when speaking about the integration of knowledge, we mean not just the inclusion of additional knowledge in the content and presentation of it as a certain amount, but the creation of opportunities for comprehensive consideration of certain concepts, theories, objects of work, which act as integrating factors in this case. Integration contributes to the optimization of knowledge, increases the level of its heuristic capabilities, creates conditions for a holistic understanding and knowledge of the world.

References:

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