

Improving Higher Education Through Integrated Learning, Features Of An Integrated Lesson

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Annotation. *The article outlines the issues of improving and developing higher education by solving the problems of integration and continuity, the implementation and structure of an integrated lesson, interdisciplinary integration and continuity.*

Key words: *higher education, integration, educational process, integrated lesson, lesson development, improvement of education.*

1. INTRODUCTION

The work of the President of the Republic of Uzbekistan Sh. M. Mirziyoyev "Building our great future together with our brave and noble people" emphasizes the need to provide modern education for young people, to educate young people with strong positions, to raise them to a new level. Today, carrying out work on economic growth, we, of course, have high hopes for young people with great knowledge and potential in the field of modern thinking. In his speeches, the President said that "we will continue the development path based on the" Uzbek model "of development, increasing the country's economic power, ensuring its competitiveness on the world stage, and modernizing the economy to a new level." Recognizing the importance of focusing on the use of new technologies in the production As a result of updating the content of education in our country, new technologies, forms, methods and teaching aids have been. introduced, and national traditions are actively entering the educational process. These changes prompt each future teacher to think in a new way, work in the East, organize independent studies and be highly spiritual. Therefore, today in the field of pedagogy is one of the problems of training teachers with independent thinking, high spiritual and moral potential, the development of their pedagogical skills and qualifications [7].

The current focus of higher education is closely related to computerization and informatization. Therefore, many lessons need to be integrated with computer science. In particular, such a complex is often used in practical exercises. Modern students are greatly pleased to work with a computer and study for them becomes more fascinating.

They can perform on the computer both the usual tasks of a standard lesson and new, unusual exercises for them. The main goal of such a lesson is to study a new material (or to fix a topic) along with mastering the techniques of working on a computer.

Modern education implies making such lessons obligatory and adjusting their regularity (for example, once a quarter). This does not mean that computerization gradually deprives a person of handwriting, but education pursues the goals of socialization. A higher education institution fulfills a public inquiry and prepares specialists for the requirements of production. The acceleration of the development of science and science in the country, the increase in the flow of information, changes in techniques and technologies, as in all areas, have led to a certain "obsolescence" of pedagogical, psychological and methodological training. This, in turn, raises the need to pay more attention to the development of professional and pedagogical skills of those involved in education and upbringing. One of the important conditions for the implementation of these tasks is the development and implementation of new methods and technologies for the formation and development of professional knowledge and skills and pedagogical skills in teachers of special subjects [6].

Probably the most common version of integrated lessons - subjects of a special (professional) cycle. Knowledge becomes more meaningful, students delve deeper into the studied question. Such lessons are productive: they not only give knowledge to students, but also inspire them to their own creativity.

By the word "integration" we mean the unification of different parts into one whole, their mutual influence and interpenetration, as well as the fusion of educational material of two disciplines. The integrated lesson allows the student to more fully see the picture of the phenomenon. The point of intersection of two objects (there may be more) is the peak of the lesson, its end in itself.

At the same time, both adjacent subjects and different cycles are integrated. With the same success, you can combine as special subjects of bachelor degree with special subjects of magistracy, special subjects of bachelor degree with pedagogical-psychological subjects.

Integrated lessons are powerful stimulators of mental activity of trainers. Students begin to analyze, compare, search for links between objects and phenomena.

Integration is an extremely attractive form for a student. Students are more prone to fatigue, which causes monotony. Another, unusual course of the lesson motivates his interest and stimulates activity.

Integrated lessons are often accompanied by discoveries. This is, in a sense, a scientific activity. The special value of this phenomenon is that students play the role of researchers.

In addition to the above, the lessons of this type could not be better reveal the creative potential of the teacher. This is not only a new stage in the professional activities of teachers, but also a wonderful opportunity for him to reach a new level of relations with the audience.

The integrated lessons pursue the goal of developing the student's figurative thinking.

Non-standard lesson requires a lot of preparatory work. It is better to start by identifying the leading goal, which will be the main motive of the activity. All educational materials should not be overloaded with unnecessary information.

All activities in the classroom must meet the limit of academic load. Students get so much information, they are constantly active and passionate about the novelty of the lesson, so the teacher should not allow overload.

One of the items will dominate, and therefore be the lead.

Integrated lessons are usually planned in advance. After all, it is necessary that the topics coincide in the curriculum, and the readiness of the class to a certain type of lesson. Very often, integrated lessons are conducted on the themes of generalization and consolidation of knowledge.

Effective special focus lessons. Usually they are comparative in nature, for example, some aspect of production and skills is analyzed.

Preparing an integrated lesson begins with a detailed lesson plan. Each stage of the lesson is signed and the time spent at this stage is indicated. The teachers think over the course of the lesson in advance and predict all the possible pauses associated with clarity and handouts. Typically, integrated lessons have a lot of training equipment: from cards to multimedia canvases. Teachers work in pairs, and even if at a certain moment one teacher plays a leading role, the second should not sit in the shade. He is either preparing for the next stage, or overseeing the work of students and helping them.

At the end of the lesson, all students must independently identify those interdisciplinary connections for which the lesson was planned. That is, the goal must be achieved. At the consolidation stage, teachers should see this, so the exercises of this lesson point should be the most vivid, concrete, suitable for individual work.

Already mentioned overload, which, unfortunately, can not avoid some teachers. Pile of material, visualization, active types of work tire the student, and he ceases to perceive educational material. Our goal is to study the topic in an interdisciplinary context, and not the pursuit of knowledge.

It is possible to involve students in the preparation of an integrated lesson by inviting them to prepare a certain part of the new material. Thus, you are already doing the lesson role-playing.

Often integrated lessons are held in the form of seminars. This is a common practice. The seminars, in turn, are divided into a seminar-study, a seminar-discussion and a seminar-"round table".

Today, pedagogy is inclined to believe that the humanistic focus should be at the heart of the integrated lessons. This means that knowledge acquires the character of personally important, close to each student. This directs teachers to search for vivid, living examples, to adapt to the student's actual interests, to the personal significance of the material for the teacher [5].

Currently, large-scale measures are being taken in the Republic of Uzbekistan to reform politics, the economy, the modernization of education, the sectors of the national economy and the introduction of innovative technologies in all spheres of human activity. The implementation of these measures, carried out within the framework of state programs, is accompanied by the formation of integration scientific, research, production and innovation centers, designed to develop new products that meet international standards.

A prerequisite for the success of these centers is the training of new personnel, the improvement of educational technologies, and the improvement of their skills. In this connection, there is a need to develop a new content that meets the requirements of the socio-economic development of the country. Ensuring the quality of vocational education requires the development of a new educational and methodological documentation based on new variable and integration programs, models and modules. The concept of "integration" comes from the Latin "enteger" - a complete, integral, undisturbed process or action, resulting in the integrity, unity, connection, restoration of unity.

The integration process (from the Latin word "integration" - connection, restoration) is the integration into a single whole of previously disparate parts and elements of the system based on their interconnectedness and complementarity. In the world and domestic pedagogy, considerable experience has been gained in the study of integration. Great attention is paid to integration problems on the part of foreign researchers. The most developed is the line of research in the field of interrelation of general, polytechnic and vocational education [5]. Researchers' contribution is:

- methodological and theoretical foundations of the laws and principles for the integration of general, polytechnic and vocational education have been developed;
- levels of integration of professions are defined;
- studied the structural elements of interdisciplinary connections, developed a new type of lesson - integrated.

In the works of Professor K.Ya. Vazina, the concept of "integration" means a state of connectedness of individual parts and functions of the system, of the organism as a whole as well as the process leading to such a state.

The scientist considers this process as "the process of convergence and communication of sciences, occurring along with the process of differentiation" [8]. The problems of integration in pedagogy are examined in various works of many researchers. Scientists determine the following methodological foundations of integration in pedagogy:

- ✓ philosophical concept of the leading role of activity in the development of the student;
- ✓ a provision on a systematic and holistic approach to pedagogical phenomena;
- ✓ psychological theories about the relationship of the processes of education and development.

Based on the selected methodological provisions, scientists identify a number of concepts: integration process, the principle of integration, integrative processes, integrative approach.

By integration in the pedagogical process, researchers understand one of the sides of the development process associated with the integration into a whole of previously separate parts. This process can take place both within the framework of the already established system and within the framework of the new system. The essence of the integration process - qualitative transformations within each element included in the system.

The principle of integration presupposes the interrelation of all components of the learning process, all elements of the system, the relationship between systems, it is the leading one in developing goal setting, determining the content of learning, its forms and methods. Integrative approach means the implementation of the principle of integration in any component of the pedagogical process, ensures the integrity and consistency of the pedagogical process. Many studies in didactics and theories of education rely on the above provisions when developing concrete ways to improve the educational process.

The concept of integration should be defined as the process of merging various elements into a coherent whole, and not the process and result of synthesis, by integrated learning is meant the organization of the learning process, in which heterogeneous knowledge is synthesized [2].

The integration of the subjects of special cycles can be distinguished as an independent direction in the development of the theory of integrated learning. The works in this area are devoted to the works of T.G.Brazhe, M.V.Kameneva, V.P.Konev, O.B.Lokteva, A.A.Melika-Pashaeva, E.V.Reshneva, S.V.Ryabova, L.S.Savenkova [4].

The studies of integrative forms of education in pedagogical sciences were carried out by Russian scientists who developed training technologies based on the integration of various disciplines. Professor I.V. Petrivnya examines the problem of innovation in teacher training on the basis of an integrative foreign language course. The scientist demonstrates the possibilities of integrative-intensive learning as an original learning system [5].

The main methodological principle is an interdisciplinary approach, on which the integration of knowledge about a person, learning activities based on conflict-free pedagogical interaction and professional orientation is carried out. It should be noted that the integrative organization of education is based on the following principles: the principle of the unity of

integration and differentiation; anthropocentric character of integration; culturally appropriate integration of education [2].

One of the urgent tasks of the modernization of the higher education system is the development of integrated training for future specialists. This fact is reflected in legislative acts, regulatory documents, research programs in the form of a social order to increase attention to the problem of pedagogical integration. The analysis of legal documents and programs, the statements of scientists are important for our research, forming a certain field of opinions about integrated education in the vocational education system, which allows us to draw the following conclusion [8]:

- integrated learning is the modeling of the educational process, built on strengthening the interconnections of all its components;
- combining the content of different subject areas, reflecting a holistic picture of the world, aimed at developing and educating the student's personality through the formation of professional competencies.

Our research shows that integrated training in special subjects of bachelor and master degrees is possible within the higher educational institution.

At the same time, the essence and content of integrated education in the system of higher education of future production specialists remains insufficiently studied. The problem of our research is due to the value-oriented orientation of the processes of modernization of domestic education and is the need to find new scientific knowledge about the essence, content, process and conditions for the implementation of integrated education in the higher education system of future specialists.

Integrated learning is considered by us as a process that has as a result integrity, namely, the union of various special subjects in order to create a single image, the synthesis of the subject into a harmoniously integrated whole. Integrated learning, integrated lessons contribute to the consideration of subjects, phenomena from several sides, namely, theoretical, practical, applied. The profession of a future specialist requires students to have integrative skills and abilities.

The integration of objects contributes to the formation of a holistic scientific picture of the specialty, enhancing motivation, mutual enrichment of the perception of each of the two subjects, broadening the horizons, creates the possibility for the application of effective forms and methods of teaching students. Students learn to perceive, feel and understand the specialty.

Students have the opportunity to independently get acquainted with additional information on the topic, as well as consolidate the material studied and test knowledge.

All tasks are performed by students with a great desire, as they are partly of a competitive nature, in which they present: "Who has found more examples or more interesting information about a topic". Being active users of the Internet, future specialists have the opportunity to expand their information field independently, which undoubtedly increases the amount of knowledge and contributes to the successful integrated learning of students. Intermediate results of experimental activities prove the high efficiency of students' learning and education, which contributes to the formation of professional competencies of future specialists of enterprises [5].

In this regard, it is advisable to include integrated lessons, courses that are interdisciplinary in the structure of the main educational program. It is the consolidation of the potential of various academic disciplines that will allow the formation and development of interdisciplinary qualities of the personality of students.

An integrated lesson is a rather complicated form of organization of educational and cognitive activity of students, which requires lengthy, thorough preparation from both the

teacher and the trainees. The design of such lessons is based on the idea of combining several spheres of the student's life associated with one topic, problem, concept.

Thanks to this form of organization of the educational process, not only is students assimilating the content of the program in a given discipline, but their cognitive activity is also activated, and the opportunity to learn independently is provided. As a result, the teacher has new didactic opportunities aimed at mastering students' ways of learning the relevant field of reality. The students develop an interest in the subject, expanding the possibilities for the synthesis of knowledge, the formation of skills to transfer knowledge from one area to another.

In such conditions, the need develops students in a systematic approach to the object of knowledge, the ability to compare complex processes and phenomena of objective activity [1].

In addition, the implementation of integrated lessons in the process of subject preparation of students allows us to solve the problem of disunity of subjects, which makes it possible to:

- to establish links between different concepts and determine their practical orientation;
- deepen and detail the study of material without additional time costs;
- increase the motivation of students' learning and cognitive activity and their creative potential due to the non-standard form of the lesson;
- expand the information capacity of the lesson.

An integrated lesson combines the use of material from the content of several academic disciplines in the study of a single concept, topic or phenomenon. In such a lesson, the leading discipline acting as an integrator and auxiliary disciplines that contribute to the deepening, expansion, clarification of the content of the leading discipline are always highlighted. As the analysis of psychological and pedagogical literature shows, the main purpose of such lessons is:

- 1) a deeper insight into the essence of the problem under study;
- 2) increasing student interest in a particular academic discipline;
- 3) creating conditions for a holistic, systemic perception of the issues studied on this topic;
- 4) the development of ways to perform cognitive actions of interdisciplinary nature;
- 5) extensive use of knowledge from the content of various disciplines, that is, the implementation of interdisciplinary connections.

Taking into account the above, it can be argued that the integrated lesson allows you to implement the educational strategy "education in the process of life", which allows you to escape from the student approach to creating extreme differentiation of subject teaching and bring it into a natural organic connection with life.

Based on the theoretical analysis of the methodological literature, as well as the own experience of scientists, teachers in the form of integrated lessons, it is advisable to carry out generalizing lessons, which will reveal problems of an interdisciplinary nature. Conducting a lesson by two or several teachers using various interactive educational technologies allows us to diversify the volume and level of individual work of students.

Next, we describe the methodological features of the implementation of an integrated lesson in the process of learning special subjects.

Such a choice is not accidental, since it is the game that contributes to the formation of universal student learning actions and the development of a special subject in a natural way. In addition, given that the cognitive activity of students in the process of practical training is carried out by solving problems, students during the game are offered several blocks of practice-oriented tasks. The main goal of solving such tasks is to master the culture-like ways of performing universal learning activities.

In our case, the gaming portal LearningApps.org and the Prezi.com service, with which you can create interactive presentations online, are selected as the tool for creating multimedia interactive exercises in a lesson. The use of Internet services in the educational process causes students an increased interest and enhances the motivation of learning, since their use creates the ability to access new information in the combination of color, animation, music, sound speech, “dialogue” with the source of knowledge, that is, it expands the possibilities of educational information.

At the beginning of the lesson, students are introduced to the route they will have to follow during the lesson through a presentation at Prezi.com. During the passage of the route, they receive a link to the training program, the game is in the cloud, which allows you to quickly download it using only the Internet resource.

Note that in this lesson, on the one hand, the teacher plays the role of the guide, creating favorable conditions for independent and meaningful learning, activating and stimulating the cognitive motives of students, and, therefore, contributing to the development of an active personal position and self-actualization of students.

On the other hand, the teacher at various stages of the lesson organizes the process of free communication and the exchange of opinions and judgments that lead students to make decisions through the realization of internal capabilities. Thus, the teacher acts as a moderator.

Further, in the course of the game to visit the store and replenish the supplies needed in the campaign. To do this, students are invited to solve a number of mixed problems, the content of which, one way or another, is of a commercial and economic nature. The student’s actions are to choose the correct answer from the options provided for each of the tasks. Only by answering all the questions correctly, the block is considered to be passed, and the student can proceed to the next block.

After all the tasks of this unit are solved, the student finds a celestial object, previously unknown to science.

In conclusion, the student must visit the laboratory to analyze the found mineral and decipher its composition. In this section, we have to solve problems with which students are familiar from the content of the teaching course in special subjects.

After completing all the stages in the completion of the game, the student will know the name of the desired mineral.

With the proposed organization of the lesson, counseling of students by the teacher is allowed, as well as the exchange of opinions that are necessary from the moment the tasks begin, and the observation of the students on an individual basis is also taken into account. The final grade for the work can be obtained only upon the completion of the work with the tasks.

In conclusion, we note that the experimental work carried out by us in the natural conditions of the educational process, on the one hand, convinced us of the prospects for the implementation of the presented ideas in order to form sustainable students' motivation to study this topic from the course of special subjects.

On the other hand, revealed a number of difficulties and problems to be solved. These include: increased time costs for teachers, their own professional [1].

Modern content and technology of education are focused on the development of the student’s key competencies, designed to provide him with a real opportunity to achieve success in his chosen field of activity, to help realize his personal potential. Modernization of education, occurring in difficult socio-economic conditions, is based on pedagogical concepts, primarily on the model of personality-oriented education, on humanistic traditions of pedagogy, respect for the inner world of the student and his free development as a person [2].

Researchers (E.V. Bondarevskaya, A.Ya. Danilyuk, V.A. Kan-Kalin, L.P. Razbegaeva, V.V. Serikov and others) identify various ways of implementing a model of personality-oriented education, including training based on the dialogue of cultures, simulation-game, contextual and project-based learning technologies, etc. One of such ways is to build an integrative learning process.

In the last decade, a number of studies have been carried out concerning the problem of integration of subject content and forms of education (E.V. Bondarevskaya, A.Ya. Danilyuk, V.S. Egorov, S.N. Eremin, L.Ya. Zorina, V.S. Ilyin, V.N. Maximova, A.M. Saranov, N.K. Sergeev, V.V. Serikov, V.T. Fomenko, etc.). Integration is aimed, ultimately, at ensuring the integrity of the educational process - its ability to implement personal-developmental functions, to ensure a coordinated assimilation of all the main elements of educational content - subject, activity, creative and personal experience.

At its core, integration (from the Latin “*integrano*” – “restoration”, “replenishment”) is such a correlation, interaction of elements of the educational system, when the subjects of education can consciously and purposefully change the links between educational elements, realizing a certain principle of organization. Integration in this case implies a correlation of the content and technologies of education with some central idea. At the same time, heterogeneous subject areas are transformed into new structures.

Researchers studying integration problems in education (N.S. Antonov, I.D. Zverev, N.A. Loshkareva, V.N. Maksimov, G.F. Fedorets, etc.) view the integration of elements of educational content as a reflection of objective processes of inter-scientific and intercultural interaction. However, despite the great interest shown by scientists to this problem, today there is no single definition of the concept of “integrated forms of learning”, methods and principles for implementing integrated systems, ways of organizing students and teachers in the process of integrated learning of special disciplines have not been developed.

Integrated forms of learning are understood by researchers as a way of organizing an educational process focused on learning different types of experience that go beyond subject knowledge and provide a higher level of competence in the field of study than is the case in traditional subject-shared learning. For integrated forms of learning (integrated course, integrated lesson, interdisciplinary task situation), it is necessary to select the content and the rationale for the pedagogical expediency of this choice.

One of the principles of integration of the material of the humanities, is the isolation of certain content-methodical lines, the development of which is the internal logic of integrated learning. The integration of courses is based on the isolation and sequential development of these integrating ideas.

The humanitarization of modern education provides for the increasing role of technologies that determine the student’s subject position in mastering the content of education. Therefore, teachers are looking empirically for a model of cooperation and integration of their subject areas.

The idea of integrating educational areas and the forms of their study has undergone a certain evolution. It developed from the assertion of the need to address students' knowledge acquired in related disciplines independently, to the idea of interdisciplinary connections (from their “moderate” use as one of the methodological techniques to absolutization in the form of a “block” system of lessons) and, finally, to the idea an integrated lesson that provides the assimilation of new integrated content that is not reducible to the sum of subject elements.

The very specificity of vocational education, according to the researchers, requires the integration of special disciplines.

At the same time, none of the included components should violate the integrity and originality of the other. Interdisciplinary communication at various levels are designed to perform various educational tasks, so understanding the integrity of the process, ideas and problems inherent in it. The modern educational situation is characterized by continuous updating of the content of education, which requires teachers to focus on the changes that occur in the “surrounding” educational space, and therefore involves new forms of cooperation with teachers from other disciplines.

The integrity of the educational system is ensured by intradisciplinary and interdisciplinary connections, the structuring of its elements, the integration and mutual transfer of types of experience and technologies for their mastering.

Interdisciplinary communication (ideological, historical and chronological, conceptual, instrumental, etc.) act as a different type of relationship (connection) between different academic disciplines, the establishment and implementation of which allow to effectively solve the problem of generalization and systematization of knowledge, skills, and student initiation to a multiple, multilateral perception of their meanings and value aspects, dialogical experience, to carry out a systematic approach when considering production problems.

Interdisciplinary communication, together with other relationships of elements in educational systems (relationships of order, causation, correspondence, subordination, spatial arrangement, etc.) create the structure of the system. Its most important integral property is the actualization of the situation of personal development.

New values of education determined his understanding as a process based on respect for the student's inner world and self-development of his personality. The student is understood as the subject, the initiator of the process of his teaching.

The implementation of personality-oriented education, the formation of a personality-developing educational environment is impossible without imparting to the teacher a taste for technology, for self-improvement. In this regard, in the domestic pedagogical and psychological science the problem of the subjective properties and value orientations of the teacher, determining the productivity of pedagogical activity, has become the subject of close attention. At present, there are several ways of “entering” in personality-oriented education, based on various models of such education, as well as on the basis of differentiation in education, variable organization of the educational process, etc.

One of the ways to build a personality is to organize the learning process on an integrative basis.

The integrated lesson forms, as researchers assume, technical competence of students, modern thinking. The form of fixing the content of special education at the level of the academic subject, as well as the form of planning the implementation of this content is an integrated curriculum.

Analysis of the theory and practice of using integrated forms of training at the institute allows us to identify a number of contradictions between:

- strengthening the integrative processes in modern education (integrated courses, integrated lessons, interdisciplinary task situations) and the primary focus of the institute's methodological system on traditional subject areas;
- integrity of the culture and its fragmentary representation in different academic disciplines, inconsistency of programs, categorical and conceptual transfer of knowledge from one educational language to another; the need to streamline interdisciplinary connections, organize scattered information into a reasonable, scientifically based system adequate to cultural reality, and the lack of scientifically based ideas about the conditions for the development of students' consciousness;

- the need to integrally use the educational resources of various disciplines for the actualization of the personality-developing situation in the educational process and the preservation of the traditions of teachers in educating students with the “means of their subject”;
- the need to create in the institute a collective pedagogical subject as a qualitatively new form of professional cooperation of teachers and the persistent isolation of methodical associations of teachers, insufficient use of effective forms of management of methodical work.

Thus, the problem of the research we have undertaken becomes the resolution of contradictions associated with the development of a system of integrated forms of teaching special subjects. The interaction of subject and interdisciplinary forms of methodological activity due to the integrative processes' characteristic of the current stage of development of education.

The basis of the research hypothesis was a series of assumptions that the integrated forms of teaching humanitarian subjects will contribute to the development of the subjective experience of high school students and increase the motivation of their personal development if:

- integrated forms of learning will be focused on learning the types of experience that students cannot master in the traditional subject-divided learning process;
- the creation of pedagogical conditions demanding the manifestation of their personal position in the form of reflection of significance and methodology for solving cognitive tasks based on the integration of various approaches will be a priority function of integrated forms of education;
- the technology of application of integrated forms of organization will include: designing the content of metadisciplinary concepts, ways of learning activities with interdisciplinary material, experience of manifestation of a subjective position in terms of performing learning activities close to real knowledge, choosing integrative forms of learning that are most adequate to its content;
- when using integrated forms of organizing education on the subjects of the humanitarian cycle, their specificity will be taken into account - the need for the student to find meaning and develop his own assessment of the humanitarian problem being studied, to consider it in different ways, to obtain a multi-dimensional and at the same time integrated view of the issue under consideration, methodological reflection on the methods of obtaining knowledge to dialogue with the author of the text and with other participants in the educational debate, etc.;
- when using integrative forms of training, monitoring of their personal developmental and educational effectiveness will be applied; will be assessed the feasibility and timeliness of application of these forms in accordance with the logic of the development of this subject area and the development of students' subjective position in the study of humanitarian disciplines.

In accordance with the goal and hypothesis, the following research tasks were defined:

- 1) to identify the essential characteristics of the integration of education on the example of integrated forms of education;
- 2) develop didactic means of implementation of integrated forms of education;
- 3) to identify the conditions for creative self-realization of the student's personality when using integrated forms of humanitarian education.

The solution of the set tasks with the use of theoretical and empirical research methods: a theoretical analysis of philosophical, psychological, pedagogical and methodical literature on the research topic of thematic and element-by-element analysis of educational and program

documentation; observation of the educational process, conversations with students and teachers; pedagogical experiment. For processing the results of the experiment used methods of mathematical statistics.

The reliability of the results obtained is ensured by a holistic approach to solving the problem of methodological validity of scientific statements, philosophical and pedagogical analysis of the theory and practice of humanitarian education of the modern school, analysis of state pedagogical standards, the adequacy of methods to the tasks and logic of research, the comparability of the results obtained with as well as the personal participation of the author in the experimental work.

Scientific novelty: new ways of constructing an integrated learning content have been identified, allowing to actualize the integrity of humanitarian thinking that is not implemented in the traditional subject teaching; the conditions for the realization of the developmental possibilities of the integrative forms of studying the disciplines of the humanitarian cycle are determined; proposed new ways of constructing a meaningful and procedural aspect of such educational forms as solving an interdisciplinary problem, an integrated lesson, an integrated course; the role of integrative forms of education in creating the situation of the development of the personality of senior pupils, their reflexive function and system thinking in the study of humanitarian disciplines is shown; The principles of constructing a didactic model of an integrated course for humanitarian subjects in high school are formulated and substantiated.

The theoretical significance of the work performed consists in the development of substantive and procedural aspects of the concept of faculty-oriented education, which opens up prospects for program-methodical support of personality-oriented educational models.

The practical significance of the study: developed an integrated course, a system of generalizing integrated lessons, a complex of didactic tools can be used in the practice of teachers of humanitarian disciplines with in-depth study of history, man and society, history of world civilizations, etc., as well as in classes with a natural science education profile.

Based on the above information we can assume:

1. Integrated forms of education are specific ways of organizing the educational process, focused on learning different types of experience that go beyond subject knowledge and provide a higher level of competence in the field of study than is the case in traditional subject-divided learning.

When integrating special disciplines along with the “integrative effect” common to all integrated forms - the development of a methodological culture of students, the transfer of concepts and ways of activity from one sphere to another, etc., the experience of intercultural dialogue, multidimensional humanitarian and industrial thinking, reflection and self-organization is formed learning activities.

2. Integrated forms of education act as a specific educational technology, including: designing the content of meta-subject concepts, ways of learning activities with interdisciplinary material, experience of manifesting a subjective position in terms of performing learning activities close to real cognition, the choice of integrative forms of learning, the most adequate to its content. [9-16]

The use of this technology provides students with a holistic perception of cultural objects, their work in terms of combining various types of educational material, stimulates independent goal setting, selectivity of behavior, which is based on the mechanisms of internal self-regulation, developed personal and activity reflection, develop divergent thinking, intersubjective experience, interaction and overcoming the contradictions arising in this process, the experience of creativity and systemic vision of the world.

3. Integrated forms of organization of education act as one of the significant conditions for the actualization of the situation of personal development, because students are faced with the necessity of comparing different logics, perspectives and concepts of the studied socio-cultural phenomenon, developing their own interpretation and meaning of the problem. The development of the personality of high school students is provided by mastering a qualitatively new type of educational content, organically incorporating subject-conceptual material, creative and personal-reflective experience.

4. Integrated learning acts as a pedagogical system, including the development of integrated curriculum content, interdisciplinary tasks, problem polylogs, heuristics for multidimensional problem analysis, etc. For the organization of such a system, diagnostics of the teacher's and student's readiness to implement this form of education and determining the place of integrated situations are necessary, lessons and courses in the general system of studying the special educational field, ways of assessing the results of mastering the subject and integrated of material.

When building an integrated vocational training course, the following principles are implemented: a task approach, problem, unity of dissection and integrity, reflection of the role and contribution of each approach to a common solution, dominant and complementarity, hierarchy and continuity, complexity, emotional activity and multiplicity of meanings, variability, multilevelness and balance, focus on the individual-subject perception of the production problem under study.

Integrated forms of organization of education act as one of the significant conditions for the actualization of the situation of personal development, when it acquires competence in professional fields, as well as in other social areas.

Studies have shown that one of the important priorities is the development of the student's personality through integrated forms of education: an interdisciplinary educational task (situation in the lesson), an integrated course, an integrated lesson.

The starting point of this study was the analysis of the content of the pedagogical category of integration, the diversity of manifestations of this phenomenon in various, primarily professional spheres, identified the stages, mechanisms of education integration, manifested in various areas of educational practice, the unity of the processes of integration, disintegration, differentiation, etc.

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