

ROLE AND PLACE OF INTEGRATION METHODS IN PRIMARY SCHOOL

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ANNOTATION: The article considers the role and place of integration methods in elementary school. The basis of didactic potentials and integration of educational subjects are indicated.

KEY WORDS: primary school, integration of learning , didactic potentials, integration in primary school .

INTRODUCTION

Today, they are trying to introduce the integration of education, first of all, at its first stage - in elementary school. The essence of the integration of the multicomponent content of primary education lies in the fact that it enables the child to perceive objects and phenomena in a holistic, versatile, systematic and emotional way.

In essence, the integration of education aims to lay the foundations for a holistic view of nature and society already in elementary school and to form one's own attitude to the laws of their development. That is why it is important for a younger student to look at an object or phenomenon of reality from different angles: logically and emotionally, in a work of art and a scientific and educational article, from the point of view of a biologist and word artist, painter, musician, etc.

The traditional division of the content of school education into separate autonomous subjects is caused by the desire to give the student a more thorough training in a particular academic discipline, so that upon completion of training, each student, having a good understanding of the particular, would have a general idea as a whole. However, the practice of teaching shows how difficult it is to implement the principle of inter- and intra-subject communications in reality, how often "a schoolchild does not see the forest for the trees." Moreover, having different abilities to study one or another academic subject (which is quite natural for a child), he is not able to comprehend the whole if there are gaps in certain details.

Very often, in one child, school knowledge remains scattered information, artificially divided according to subject matter. As a result of this, the student does not perceive the educational material as a whole, much less the picture of the surrounding world.

Integration in elementary school should be quantitative – “a little about everything”. This means that children get more and more new ideas about concepts, systematically supplementing and expanding the circle of already existing knowledge (moving in positions in a spiral). The psychological basis of this type of integration is the existence of a local association characteristic of primary school age and the possibility of forming private systemic associations

The growing flow of public, scientific and technical information with traditional methods of selecting the content of education inevitably affects it. This extensive way of developing the content of education, when all problems were solved by simply including new topics in programs and new subjects in curricula, has exhausted itself. The expansion of the number of compulsory disciplines in the school curriculum often complicates the content, disrupts stability, significantly increases the volume of textbooks in all subjects with educational information that has no general educational significance, which has led to unreasonable physical and mental overload of schoolchildren and, as a result, to a decrease in the quality of their knowledge.

The integration of the multicomponent content of primary education makes it possible for the teacher to rationally allocate time for studying the subjects of the invariant part, reduce the number of hours for studying them, and use the freed hours to organize work aimed at developing the creative abilities of students, realizing their personal potential. Integration contributes to the expansion of the problem of redistribution of time for the implementation of educational programs in the new conditions of individualization of education. The intensification of the content and structure of education can largely help the creation of new subjects as a result of the unification (merging) of two or even several related courses. Such an approach will make it possible, without changing the basic content of education, to reduce the number of disciplines studied, to reduce the mandatory overload, to get rid of the ineffective study of subjects, which is given a smaller number of hours.

The previously existing curricula of the school contained a number of such subjects, for the study of which an insignificant number of hours were allotted. As a rule, during the week that was between lessons in such subjects, students forgot previously learned material. And if holidays or illness of the teacher also fell at this time, then the interval between lessons increased. It is difficult to carry out in such conditions the control of knowledge and their objective assessment. And this, in turn, causes a certain attitude of students to the educational process in general, and to the assimilation of the material in particular.

It can be concluded that the proper level of knowledge of students and the high quality of teaching were not ensured, and, accordingly, the goals and objectives that were set when introducing new subjects into the curriculum were not fulfilled.

Under these conditions, it is legitimate to attempt an unconventional solution to the problem of updating the content of education and upbringing. Among the positive factors of integration in elementary school are the relative readiness of the teacher who teaches most

subjects, the naturalness of the transition from holistic family or kindergarten education to holistic education, and the experience of studying an integrated natural history course to a certain extent. The main argument "for" is, in our opinion, the presence of great potential opportunities in the development of the child's intellect. According to the results of a study by one of the American psychologists, 20% of the intelligence (thinking abilities of a person) of a school graduate is formed in the first year of life, 50% - by four years, 80% - by eight years and 90% - by thirteen years life.

We point out that the integration of educational subjects can be based on such didactic potentials:

- subordination of the functions of individual academic disciplines, for example, history and social science - on the study of the laws of development of the state;
- economy - strengthening and concentration of educational material, elimination of duplication in its study (generalized study of the patterns of phenomena, geometric constructions, etc.)
- the constancy of the integrated basis, the integration of two subjects on the basis of one of them (it is necessary to integrate several subjects on the basis of the one that more widely and deeply studies certain laws or processes);
- the presence of a sufficient volume of educational material that can be studied on the basis of another discipline (the basis for the implementation of this condition is the volume of existing links between related academic subjects).

Obviously, it is still too early to talk about full integration: the programs and skills in various subjects are so specific that it is impossible to violate their integrity. Neither school studies, nor didactics, nor individual methods are ready for this. This can be evidenced by directly conducted surveys in the schools of the city, which make it possible to conclude that in practice, teachers actually use only elements of integrating the content of education. Giving relevance to this topic, but not possessing sufficient theoretical knowledge, they look for opportunities to combine common blocks of knowledge, topics, sections in order to avoid duplication and increase students' interest in the subjects being studied.

Different ways of implementing integration cannot be abstractly good or bad. The essence of the problem is not to reject one of them and apply the other, but to introduce a system of integration measures, taking into account the age (physiological and psychological) characteristics of students at all levels of education. Such a statement of the problem, it seems to us, should satisfy the fact recognized by many that integration at different levels of education has its own characteristics.

Considering the problem of integration from the standpoint of its practical implementation, it should be remembered that the integration of educational subjects is far from a mechanical process, and an integrated curriculum is not a random combination of individual disciplines. Indeed, those who combine two or more subjects can violate the logic and intra-subject continuity of the discipline on the basis of which integration is carried out. In addition, it must be taken into account that the content of subjects that are subject to integration must be at the same information level. Integration is not a change of activity and not a simple transfer of knowledge or actions that children have learned from one subject to another to eliminate

tedious repeated explanations of what is already known, or to speed up the learning process, or to consolidate the transfer of knowledge, skills and abilities. A process of this kind is traditionally called in pedagogy and methodology the use of intra- and interdisciplinary connections in learning, which, of course, is a manifestation of trends, prerequisites for future integration, but not integration itself. Integration is the creation of a new whole based on the identified elements and parts of the same type in several previously different units (school subjects, activities, etc.), and then the adaptation of these elements and parts and their integration into a monolith of special quality that did not exist before. Integration is always a limitation of general education due to its specialization.

In the practice of primary education, it is necessary to use, develop and implement intra- and inter-subject communications as a “zone of proximal development” for further gradual and careful use of the integration of educational subjects. But they also need to act on a professional level. Cases when, at a reading lesson, children, on the instructions of a teacher, look for words in a work of art that answer the question who? or what ?, or words with separating b and b signs, cases when in reading lessons instead of reading a work of art they sing songs - this is a pedagogical lapse, and not interdisciplinary connections, and even more so not integration, because here there is a destruction of the integrity of education, the destruction of linguistic matter of a work of art, and by no means a trend that promises children to discover something quantitatively new, necessary and joyfully *unusual*.

It should be borne in mind that there are both favorable and unfavorable factors for integration in primary education. These factors largely determine the tactics of integration. The first negative factor - a limited number of subjects - can be compensated by the fact that the content of a small amount of acquired knowledge should reflect the real picture of the world, the interdependence of its parts. The next negative factor for integration is the need to develop the extremely important skills of reading, writing and counting. This would seem to require subject training. However, even the traditional experience of teaching reading and mathematics testifies to the wide integration possibilities that can be further strengthened. According to the American Robert Carplan, an elementary school can and should do something more important and essential than just teaching reading, writing and counting, since stimulating intellectual activity during the formation of any child is as important for his subsequent success as natural abilities.

The third negative factor is the difficulty of presenting integrated courses in such a way that children of this age would understand and be interested. It seems that the ways to overcome this factor lie in the development of optimal methods verified by the practice of teaching, as well as in a special system of teacher training.

As you can see, integration is necessary in elementary school, as it provides optimal conditions for the development of a creative "authentic" personality. Simultaneous contact of the student with various types of creative activity not only provides a systematic, holistic perception of objects and phenomena, but also the emotional well-being of students in the classroom, directs each person to self-realization of their own potential, i.e. contributes to the enrichment of students by experience through their feelings. And such knowledge is strong and personally significant.

The reality of the modern primary school determines the following prospects for the application of the integration of the multicomponent content of primary education:

- intensification of the educational process in primary school by integrating the content of primary education;
- creation of new integrated courses and ensuring continuity in their teaching;
- creation of integrated programs of electives, courses that are included in the variant part of the basic curriculum;
- creation of integrated programs for small schools;
- creation of an integrated technology of individual training, etc.

Beginning the implementation of the ideas of integration in elementary school should be quite careful. It is useful to recall the statement of the great educator of the 17th century. Ya. A. Comenius that the elementary school should teach not only reading, writing and counting, but also useful information for children, which are included in the fund of general knowledge based on the interests of children. At the same time, one should explain in a fascinating way, almost playing, in a quarter of an hour (so as not to get bored). The school, according to Ya. A. Comenius, should become a workshop in which mutual learning, discussion, and experimentation take place. This goal, first of all, should be promoted by updated training courses, forms and methods of teaching .

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