



Integrative approach and education in the process interdisciplinary dependence of application pedagogical basics

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ABSTRACT

This is it in the article integrative approach and education in the process interdisciplinary dependence of application pedagogical basics about feedback stated .

Keywords:

pedagogue , education plan , integration , didactic , fundamental, approach

Modern in the circumstances sciences in teaching their integration to provide enough attention not given is coming Even , medium special , profession education study in the plans physics and electrical engineering , chemistry and material science such as sciences are also systematic mutually dependence did not provide without is being taught . The problem eliminate to do directed events while belongs to study in plans this sciences of teaching time according to coordination or sciences content partially to harmonize about events with is limited . Him fundamentally solution to do for and students _ occupying knowledge high quality level provider study sciences of integration necessary conditions , form , content and tools work exit Demand is being done . Didactics study sciences to integrate one how much approaches offer does , however yet this of the process generally accepted done content , form and tools created not _ The majority pedagogue scientists in education integrated processes fundamental sciences in learning in integration from imagination come came out without the work they see This is the case of integration initially in fundamental sectors done increased later _ pedagogy to the field

prevalence with explained . Highlight ok , study sciences scientific from the sciences difference does _ Only this difference they are in the content not but _ of knowledge surrender shape , size and statement to be done in depth own on the contrary finds _ Study science from learning the goal the student in science objective news with introduction not but _ in it subjective to the news have has been knowledge from forming consists of. Today to the day until pedagogical in progress integration problem different from positions learned is _ of integration common theoretical and pedagogical aspects , scientific knowledge integration and differentiation the issue is practical synthesis problem as well course . profession in education integration processes .

of integration pedagogical aspect V. S.'s in his studies own on the contrary found _ Bezrukova , G. M. Dobrova , VMMaksimova , OMSichivitsa , IPYakovlev and others _ Including Yakovlev integration society , science and education of development leader called the trend without , in education integration of processes the most successful pass for conditions to determine big importance and " their theoretical in terms of necessity emphasizes . analysis " [18]. Dobrov ,

own in turn , science different different come coming out knowledge with filling , this knowledge synthetic perception to reach to provide possibility giving efficient against measures to see learning task to put emphasizes . Such measures as it is educational to the process practical problems , both scientific and theoretical including problems _ necessity sees _ study in the process cybernetic from cars use _ knowledge independent to take over help giving skills development provider teaching methods all stages active application [4].

Of integration essence to understand for different of sciences mutually effect point of view in terms of whole education content open to give dedicated studies big important have _ Another one N. G. Chernyshevsky wrote like this was : "... on a subject knowledge others for barren being the rest of the students mental and physical abilities each bilaterally to develop achieved will not " . Scientific knowledge integration to do issue B. M.'s in his works the most complete open given _ Kedrova , M. G. Chepikova , GMDobrova and others _ Scientists integration scientific knowledge of differentiation structural considered part of it . In particular , Kedrov as noted , scientific of knowledge in the development " to each other straight away opposite and each other denial doer two trend available : one of sciences disintegration and stratification , them to distinguish , to know , that is from integration consists of " [8]. In integration Kedrov action , scientific of knowledge development their closed from learning mutually until the effect , then their integrity looks at it one different object one of time in itself different from the sides is studied . Chepikov , own in turn , integration process describing , " different of sciences merger , scientific of knowledge synthesis as a result of the mind material of the world the most internal to secrets come in to go for the most comfortable conditions will be created " . 16].

Pedagogical in progress practical integration issues many scientific at work own on the contrary found (S. M. Arefieva , S. Yu. Buriilova , VV Guzeev , V. Yu. Strashnyuk and others). Practical integration different different

techniques , methods and learning from the roads to use own into takes _ This is the first first , integral courses creation , sciences and their structural parts is to combine . Pedagogical in progress integration done increase different methods offer did without , the authors their teaching and education to the process positive effect they emphasize and one series advantages they emphasize : of the material repetition an exception to do new the material in learning already received to knowledge rely on ability ; student in his mind of the world whole landscape , scientific knowledge and skills the basics formation and of this as a result knowledge to get interest increase _

Study sciences integration in science that's it from processes difference does _ In this sense integration - of sciences differentiation because of historically content found study to the sciences being teaching system disadvantages to fix directed their mutually dependence provide shape as view can _ Study sciences of integration didactic essence different study sciences according to new knowledge of formation conceptual structure and methods determination enable giver pedagogical events order and laws work exit necessity with is determined . In the narrow sense when viewed , study sciences integration science fields and scientific knowledge mutually of synthesis organic continuation is considered Study sciences of integration main purpose subjective new knowledge synthesis from doing consists of is integration _ The main task of the processes is subjective new scientific knowledge synthesis to do directed pedagogical technologies work from exit consists of Study sciences integrated without in learning subjective new knowledge synthesis how night ? - said question surface coming can _ In didactics different to the sciences applicable study materials one to the course combine such as of integration different forms offer will be done . However , pedagogical experiences this such as of forms that it is not effective enough is showing . We, education in the system historically content found to the sciences being teaching system preserved to stay our supporter . Study sciences relatively independent to be because it is necessary their each one own language , concepts apparatus ,

methodology , methodology , research subject and to the concept have a separate field of science expression is enough With that together , them mutually in dependence learning with depends opportunities come true release it is necessary Such chance including interdisciplinary approach based on is provided . Him study sciences integration Sha cli as well as subjective new knowledge synthesis to do method also viewed as can _ We are interdisciplinary the approach general education and special sciences in integration pedagogy science for the most optimal route as let's look . We study sciences integration result sciences mutually not connected without when taught formation possible didn't happen subjective new of knowledge appropriation , — he said conceptual to the idea we rely

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