

INTEGRATIVE SENSE OF PEDAGOGY AND INTERDISCIPLINARITY IN HIGHER TECHNICAL EDUCATION

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Nowadays technical universities of Ukraine operate in a rather difficult environment, which in fact conveys many contradictions in their actual efforts on providing high quality of education and concerns, first of all, the issues of interdisciplinary approach implementation.

In our days, everyone recognizes the indisputable need to fundamental rebuilding, changing, and improvement of modern education; bringing it in line with up-to-date requirements. The pedagogical meaning of education lies in the fact that it is impossible to make a social breakthrough without it. In addition, at the present stage of humanity development – in the era of information, in the era of knowledge, the very integrative pedagogical meaning is a real new “breath of air” for education, the only possible path to the future.

The problem of integration is not new, it has been explored for a long time, and it is pedagogy that stands at its origins. Indeed, pedagogy itself is, in its essence, an integrative science. It is even possible to admit that pedagogy cannot exist without its integrative features, because it integrates virtually everything. Since the es-

sence of the theory of pedagogy is to capture the profits of various sciences so that teacher could highlight what is appropriate and what is not, the appointment of a teacher is to teach a person (a student) to realize positive and negative aspects in every action and of each phenomenon, and to form his/her own point of view as for them. Therefore, pedagogy is not just an integrative science since it absorbs all other sciences.

Largely, interdisciplinary is the basis for solving any theoretical problem in general. After all, integration joins many different approaches: synergetic, cultural, system, etc. Mostly, the methodological basis for integration was laid by V.I.Vernadsky who described the evolution of the noosphere. Moreover, it was Vernadsky who initiated and gave a strategic path for its further development of pedagogics.

Presently is the very moment when pedagogy is illuminated precisely in terms of the significance of its integrative meaning. In addition, the fact that it is not being rebuilt illustrates that nowadays pedagogy exists in purely conservative positions aimed at a differentiated approach

and subject-centeredness, and now it is the time to break them. After all, it is an integrative, interdisciplinary approach that allows expanding the mentality, giving the new vision, while the old subject orientation does not allow it, it only carries information and does not teach to think, perceive reality in integrity, develop its own creative potential. Moreover, this is also one of the weaknesses of modern educational system.

It should be noted that solving the problem of interdisciplinary connections for pedagogy has always been based on philosophical views on the processes of differentiation and integration of scientific knowledge at a certain stage of social development. In modern pedagogical sources there are many definitions of the notion of “interdisciplinary connections”, there are different approaches to their justification and classification. Developers of this problem expressed their point of view on the definition, function, and types of interpersonal relationships. At the same time, the word “interdisciplinary” is actually not explained and translated in modern dictionaries. Moreover, in the encyclopedia of pedagogy the phrase “interpersonal relations” is only interpreted, but not determined. And this is at the time when the concept of “interdisciplinary” is constantly stated in various pedagogical works. From the pedagogical point of view, interdisciplinary is an essence that synthesizes, integrates, and is common in several objects, phenomena and processes of reality. However, what intersubjective relationships can actually exist? In fact, very few of contem-

porary researchers are concerned with this problem. In addition, this is precisely the area where there is a great prospect for the development of significance and the importance of modern integrative pedagogical theory.

After all, the purpose of teaching is to be intellectually sensitive to any text. Therefore, for today, scholars mainly distinguish between two types of relationships in educational subjects: temporal (chronological) and conceptual (ideological). The first involves the coordination of the time study programs of various subjects, the second – the same treatment of scientific concepts based on general methodological provisions. Vernadsky, in fact, clarified the methodological function of integration. Moreover, it was Vernadsky who initiated and created the whole methodological school without which today practically no textbook is at hand.

At present, the teacher must have a large amount of knowledge in order to be able to apply and use them in any situation. It is thanks to the interdisciplinary approach that today it became possible to develop a system vision of future specialists, to provide intellectual sensitivity, to teach future professionals to see the terms and to feel what the terms are, based on the study of the humanitarian integrated courses. The progress of society is impossible without this linguistic sensitivity. This is not knowledge in its traditional sense, but the preparation (readiness) of a person to conduct a full and overall personal development in modern society. Moreover, this readiness is provided precisely by means of interpersonal relations.

In modern conditions knowledge give the readiness, and not the same like it was earlier, but a heuristic one. That is, it forms an ability of a person to go beyond the existing experience, to read the text beyond the existing practice in the pedagogical subject.

In fact, as it has been already noted, though much has already been done with regard to the study of intersubjective links, there exists a certain scientific theoretical basis on this issue, but it still is not introduced into practice. Modern pedagogy is accelerating the actual introduction of integrated technologies, and even some researchers already wrote that such an introduction has become a reality, although in reality it is not quite so. And just now, when the information revolution has come about, the very time for integration has

come. Today, the information that is needed in the training comes not only from the lecturer, but from various sources as well, including computer networks, which have accelerated the possibility of receiving virtually any information from any part of the world on several occasions.

In addition, this is precisely the innovation and justification of the introduction of integration technologies in education, in particular, in higher education. Education is a phenomenon of reflection of the integrative tendencies of modern science development. Moreover, these tendencies are still untapped to date as an area for investigation. Although the real meaning of pedagogy for today is to illuminate itself as an integrator. And not just to light up, but to avoid a misunderstanding and to consolidate such an idea.