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INTEGRATION PROCESSES IN MODERN SCHOOL SYSTEM

The integration approach, according to the philosophy of education of the XXI century is aimed at creating a national educational standard, acting as a manifestation and display of real-world relationships, that take place in the objective process of education and upbringing.

Let us give examples of an integration approach in modern school system, which, as you know, requires a systematic update at the level of goals, content and expected results, as well as methods and forms of teaching, an objective system for assessing students' educational achievements. The requirement for a system update of secondary education meets, in turn, the educational practice of Kazakhstan, focused on integration into the world educational space. Since the significant changes that have taken place in the field of technology, communications and science affect the socio-economic development of the world community, and therefore present modern requirements for the level of knowledge and skills required by citizens for a successful life in the XXI century.

So, in accordance with the State Compulsory Educational Standard of Primary Education of the Republic of Kazakhstan (2018) [1], we refer to the manifestations of the integration approach, for example:

- structuring the content of primary education through 6 educational areas, each of which unites several related academic subjects: Language and Literature (Kiriktirilgen Kazakh tili zhane Adebiyet / Integrated Russian language and literature. Kazakh tili / Russian /English). Mathematics and Computer Sciences (Mathematics. Information and Communication Technologies). Natural Science (Introduction to Science). Man and society (Cognition of the world. Self-knowledge). Art. Physical

culture (compare: “Everything that is in a mutual connection should be taught in the same connection” - Ya.A. Komensky);

- the introduction of the integrated subject "Language and Literature" in the first grades in the 2015-2016 academic year (this is the first language acquired without special training from early childhood, in the natural language environment, studied first and used with greater intensity) based on development of 4 basic skills in connection with everyday life, oral folk art, fiction;
- integration of subjects "Fine Art", "Music", "Technology" into the new integrated subject "Art" (in the first grades, starting from the 2015-2016 academic year).

The “interdisciplinary integration of knowledge” projected in this case (this definition was first introduced into scientific lexicon by A.A. Beysenbayeva in the monograph “Theory and Practice of Humanization of School Education”) has the expected result of qualitatively new characteristics of the knowledge being formed. They appear as a synthesis, a fusion of initial knowledge in subject areas and humanistic orientations of a younger student. They correlate with the expected outcomes at the end of primary school: academic independence, communication and collaboration skills, and initial research skills.

In our opinion, the authors of the aforementioned State Compulsory Educational Standard of Primary Education of the Republic of Kazakhstan: MES of the Republic of Kazakhstan, "Nazarbayev Intellectual Schools" AEO, Y. Altynsarin National Academy of Education - used an integration approach when developing this framework document. Here are the consequences of the implementation of the integration approach in the structure and content of the Standard:

- integration of the world and domestic experience: application of the global trend in the development of framework documents: a) values in education determine b) results before “leaving” school, which correlate with c) expected results and clarify d) the content of education (list of subjects), e) educational process;
- the integration of cognitive and practical skills: the expected results, in turn, are associated with the formation of super subject skills and the development of a wide range of skills, which are recorded: a) in the curricula of each subject; b) in the

medium and short term plans for each subject; d) significant changes in pedagogical theory and practice. So, as noted above, the development and implementation of state compulsory education standards contributes to the teacher's improvement of the content, methods, organizational forms and teaching aids. Then, in this regard, the development of independence of thought and the upbringing of students' readiness for self-education points to the importance of actively involving them in the formation of cognitive activity.

- integration of values in education: the value basis of primary education is respect, cooperation, openness, Kazakhstani patriotism and civic responsibility, lifelong learning, - which are reflected in: a) in the general philosophy of education of general education schools, b) in the results on " leaving "school, c) in the content of academic subjects;

- integration of educational goals: the expected learning outcomes are highlighted, such as the system of educational goals of a long-term nature, established for each educational area, covering primary, secondary and high school; expected learning outcomes serve as a basis for the development of curricula in subjects, where these expected results form a multi-level system of short-term learning objectives;

- interdisciplinary integration with the allocation of core subjects for studying theory through practice: a) study (introduced in the 2015-2016 academic year) of the new subject "Introduction to Science" as a propaedeutic course of natural sciences from the first grade (compare: there should be enough time so that students really develop thinking, become "thinking memory, and perception thinking", according to L.S. Vygotsky) ; b) changing the status of the subject "Cognition of the World" as a propaedeutic course in the humanities;

- integration in language teaching through the implementation of the policy of trilingualism: stratification of the first, second languages (used less intensively than the first language, learned after the mother tongue during special education and in a multilingual environment),the third one (learned outside the social environment during special education), learning languages according to the level system and on

the basis of interconnected teaching of 4 basic skills: listening and speaking, reading and writing;

- integration of learning objectives: the presence of long-term, medium-term and short-term plans that determine the features of the educational process;

- integration of educational content: structuring of educational material for each of the subjects of the educational area in accordance with the cross-cutting themes: Everything about me. My school. My family and friends. The world around us. Journey. Traditions and folklore. Food and drinks. A healthy mind in a healthy body;

- integration of approaches to assessing the educational achievements of primary schoolchildren: the system of criteria-based assessment integrated the types of assessment: formative (assessment for learning, current), summative internal (assessment of learning, final), summative external (assessment of learning, external final), which allows you to adjust the individual trajectory learning to achieve the expected results in accordance with learning objectives.

In accordance with the implementation of the priority directions for the development of education and science for 2018-2020, the task of translating the experience of the Nazarbayev Intellectual Schools into secondary schools in Kazakhstan is designated for secondary education. The basis of this experience: projects in natural cycle subjects in Grades 6-9, project-based teaching in Grades 10-11.

It is known that the project method implements the ideas of an integration approach, as it focuses knowledge from different areas around a common problem, activates the educational and research activities of students, teaches them to model their activities on the basis of design and research activities, and provides great opportunities for solving the assigned tasks. Since this approach contributes not only to the acquisition of subject knowledge, social and communication skills, but also the development of personal qualities that allow students to realize their own interests, prospects and make constructive decisions. In this case, the active cognitive activity of the student focused on the development of self-knowledge processes, self-reflection, self-esteem, self-control, self-realization, for the development of mental activity and research skills.

The philosophy of the project was accurately expressed by the famous Russian scientist M.F. Fedorov: "The idea is not subjective at all, but it is not objective either, it is projective."

Within a short time, the project method has become the most common type of intellectual activity in the world educational practice. It was also called the method of solving problems and associated with the ideas of the humanist direction in the philosophy of education.

Over time, the idea of the project method has evolved, but its former essence is to stimulate the interest of schoolchildren in solving problematic issues, contradictions and through project activities to show the practical application of the knowledge gained. In other words, the project method implements the integration of theory with practice. “Everything that I learn, I know what I need it for and where and how I can apply this knowledge” is the main thesis of the modern understanding of the project method, which attracts many educational systems seeking to find a reasonable balance between academic knowledge and pragmatic skills.

The student's project activity is not the acquisition of the experience of "pure knowledge", but the development of the experience of social and pedagogical activity. In this sense, the integration of experience is realized not only with knowledge, but also with a triad of competences - "skills to act" - "skills to be" - "skills to live". At the same time, knowledge is subordinated to the pragmatic task is to act, as well as to a certain significant social and pedagogical result of activity. It is also important that schoolchildren can carry out collective projects. In this case, we are talking about integration, compatibility, cooperation, pooling of resources and efforts during the design. The result of such collective projects, reflecting an integration approach, are the following formed abilities and capabilities of students:

- the ability to understand the goals and objectives of the problem;
- the ability to draw up convincing arguments and select facts to substantiate their own position;
- the ability to solve problems and make decisions;
- the ability to analyze the results of their own work;

- the ability to know modern technologies;

- the ability to independently replenish knowledge.

In this regard, we note that project activity and its content motivates the cognitive activity of students, takes into account the implementation of integration processes in modern education, and at the same time allows the development of the following essential spheres of the personality of students.

Thus, the intellectual sphere includes types and styles of thinking, cognitive processes, mental operations, cognitive skills, learning skills, subject and supra-subject knowledge, abilities, skills.

For the development of the intellectual sphere, the content of project activities is aimed at:

a) achievement of completeness, volume, depth, accuracy, strength of effective (functional) knowledge in the studied disciplines by students;

b) the development of goal-setting skills, analysis of the task in order to understand its meaning and planning future actions; formulating quality criteria for the future product;

c) the expansion of mental operations and the development of intellectual flexibility, ensuring efficiency in solving practical problems;

d) mastering the existing and creating new ways of activity, creative approaches to solving problems;

e) self-assessment of phenomena, facts, processes.

The motivational sphere includes the needs, motives, interests, beliefs, aspirations, drives, desires, value orientations of the individual.

For the development of the motivational sphere, the content of project activities is aimed at:

a) the formation of the student's need for the development of his abilities and self-improvement;

b) the development of interest in the knowledge of complex theoretical issues and problems of the system of sciences,

c) value attitude to learning, overcoming difficulties in it, cognitive and research need;

e) understanding the social significance of teaching.

The emotional sphere includes emotions, feelings, self-esteem, determines the anxiety of the student's personality.

For the development of the emotional sphere, the content of project activities is aimed at:

a) actualization of positive emotional states (satisfaction from intellectual activity, independent work, mastering new ways of activity, self-education, etc.);

b) receiving satisfaction in achieving the goals set, from the awareness of the successful overcoming of difficulties, etc. by students;

e) the formation of students' skills in managing their emotions, the formation of adequate self-esteem, which makes it possible to correctly correlate their internal and external reserves with tasks of various difficulties.

The volition determines the purposefulness, initiative, decisiveness, perseverance, independence, organization of the researcher.

For the development of the volition, the content of project activities is aimed at:

a) the formation of long-term goals that determine current actions and efforts;

b) mental resistance to difficulties overcome in the process of cognition;

c) motivation of the student's support in achieving practical results.

Subject-practical sphere includes abilities, actions, skills in various activities and communication of a person.

The content of the project activity is aimed at the development of research competencies through a large set of objects for the use of abilities, the involvement of students in scientific activities for the development of the subject-practical sphere.

The existential sphere determines the ability of a person to manage his condition, attitude towards himself and others, positions and value orientations.

For the development of the existential sphere, the content of project activities is aimed at:

a) the formation of students' abilities of a conscious attitude to their actions in the process of performing the research;

b) actualization of students' independent thinking, generation of ideas by them;

c) creating conditions for students to realize their inner reserves, creative abilities;

d) the formation of students' experience of socially useful behavior;

e) the development of students' individual writing style.

The implementation of the integration approach in the context of the updated content of education is especially relevant. In this regard, we emphasize the following: the training that occurs in the real design process is personalized. The relevance, speed and volume of the problem being solved depend on the abilities and needs of the student - the author and developer of the project. The mechanism of management and self-management in the project is the individual educational trajectory as a process and the result of an independent individual action of the project developer in solving personally significant problems. Coaching (personal fulfillment in order to maximize his effectiveness - according to Timothy Galway) and coaching techniques for asking effective questions are used in building it. The student defines his "zones of ignorance" and formulates a request to the teacher - scientific advisor. Then, its project activities are determined and planned based on the results obtained.

The examples of the implementation of the integration approach given in this article suggest, in turn, an inter-paradigm dialogue for the systemic renewal of secondary education.

The basis of the dialogue is the integration of technocratic and humanitarian paradigms of education.

The technocratic paradigm of education involves:

1) an increase in the quantity, complexity and diversity of knowledge (knowledge economy) - the need for constant adaptation to dynamic knowledge - the requirement for the development of intelligence (see metasubject, subject competences);

2) globalization, i.e. the transition to distance educational services [2, p. 73].

In the conditions of the dominance of the technocratic paradigm, the goals and content of education are determined by the social order. But the systemic renewal of education “should be guided not only by the development trends in the scientific, technical and economic spheres, but also by the changes of the person himself, fixed by modern psychological research (especially at the initial stage of education), and by the need for the formation of a person as a whole, and not only as a "set of embedded programs" for information technology "[2, p. 74].

Thus, 18 positions of change in the psychological development of modern children are defined in the article by D.I. Feldshtein "The profound changes in modern childhood and the resulting actualization of psychological and pedagogical problems of the development of education" [3].

In this regard, the humanitarian paradigm with its integration idea is in demand, namely, to proceed in forecasting and projecting from the norms of the world of childhood, youth, maturity, when the measure is the understanding of human integrity. In this case, the transformation of oneself and knowledge of the world are integrated in a holistic pedagogical process.

References:

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