

[Professional standard by professions «Primary school teacher of general secondary education», «Teacher of general secondary education», «Primary teacher (with a diploma of junior specialist)»] / M-vo rozvytku ekonomiky, torhivli ta silskoho hospodarstva Ukrainy. URL: https://nus.org.ua/wp-content/uploads/2020/12/Nakaz_2736.pdf (data zvernennia: 23.03.2021). [in Ukrainian].

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ACTUALITY OF INTEGRATION PROCESS OF PHILOLOGY AND EDUCATIONAL KNOWLEDGE IN THE SUBJECTS OF UNIVERSAL EDUCATIONAL INSTITUTIONS (ON THE EXAMPLE OF UKRAINE)

Abstract. *The article deals with the relevance of integration of natural, philology knowledge at geography lessons, which is determined by the current level of development of science and requirements for the education level of school graduates. Attention is focused on the importance of intersubjective connections in school education at current stage of education reform.*

Relevance of integration of natural, philology knowledge in geography lessons; development of cross-curricular links in school education, which is conditioned by the current level of development of science and the requirements for the level of education of graduates of general secondary education. The modern teacher needs not so much to give a great deal of information about a topic, but to teach students to understand it, to find additional data through cross-curricular links, and even more to be able to use it and put it into practice. The integration of scientific knowledge places new demands on teachers as professionals. That's why the role of human knowledge in the field, which is related to the specialty of sciences and the ability to comprehensively apply them in solving various

educational and methodical problems, is increasing. Practically oriented, integrated approaches are used to make the teaching interesting, comprehensive, which allows the use of cross-curricular links, generalizations for the purpose of better learning of the educational material by the students.

Psychological and pedagogical terms of designing and implementing the content of training, principles of its design, the specificity of the formation of the system of educational knowledge and the structure of scientific and methodological knowledge in geography, taking into account age psychological characteristics of senior students, are presented. On the basis of concretization and logical unity of philosophical and cultural, psychological and pedagogical factors, organizational, methodical aspects and pedagogical terms of studying geography of senior students of senior profile high school in the context of the requirements for the new Ukrainian school are substantiated.

Key words: *intersubjective communications, integration of scientific knowledge, binary lessons, geography, establishment of universal middle education.*

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АКТУАЛЬНІСТЬ ПРОЦЕСУ ІНТЕГРАЦІЇ ФІЛОЛОГІЧНИХ І ПРИРОДНИЧИХ ЗНАНЬ У СУБ'ЄКТИВ ПРОФІЛЬНИХ ЗАКЛАДІВ ОСВІТИ (НА ПРИКЛАДІ УКРАЇНИ)

***Анотація.** У статті розглядається процес інтеграції природничих, філологічних знань на уроках географії, що визначається сучасним рівнем розвитку науки та вимогами до рівня освіти випускників закладів освіти. Акцентується увага на важливості інтерсуб'єктивних зв'язків у шкільній географічній освіті на сучасному етапі реформування освіти.*

Окреслюється значення інтеграції природничих, філологічних знань на уроках географії та розвиток міжпредметних зв'язків у створенні універсальної середньої освіти, що зумовлено сучасним рівнем розвитку науки та вимогами до рівня освіти випускників загальної середньої освіти. Актуалізуються практико-орієнтований та інтегрований підходи до навчання, що використовуються у моделюванні змісту географічної освіти з метою зробити навчання цікавим та дозволяють використовувати міжпредметні змістові узагальнення для кращого засвоєння учнями навчального матеріалу, проектування освітнього процесу, формування системи освітніх знань та структури науково-методичного глосарію з географії з урахуванням вікових, психологічних особливостей випускників Нової української школи.

На основі конкретизації та логічної єдності філософсько-культурних, психолого-педагогічних факторів обґрунтовано організаційні та методичні аспекти важливості інтерсуб'єктивних зв'язків у шкільній освіті на сучасному етапі реформування освіти, зокрема в контексті вимог до Нової української школи. У статті теоретично обґрунтовано доцільність застосування запропонованих методичних підходів і принципів відбору та проектування змісту навчання географії на профільному рівні у закладах загальної середньої освіти задля формування компетентного випускника школи зі сформованим цілісним світобаченням.

***Ключові слова:** інтерсуб'єктивні комунікації, інтеграція наукових знань, бінарні уроки, географія, заклади загальної середньої освіти.*

Statement of the problem. The integration of scientific knowledge places new demands on teachers as professionals. That's why the role of human knowledge in the field, which is related to the specialty of sciences and the ability to comprehensively apply them in solving various educational and methodical problems, is increasing.

The modern teacher needs not so much to give a great deal of information about a topic, but to teach students to understand it, to find additional data through cross-curricular links, and even more to be able to use it and put it into practice.

Relevance of integration of natural, humanitarian knowledge in geography lessons; development of cross-curricular links in establishment of universal middle education, which is conditioned by the current level of development of science and the requirements for the level of education of graduates of general secondary education. Practically oriented, integrated approaches are used to make the teaching interesting, comprehensive, which allows the use of cross-curricular links, generalizations for the purpose of better learning of the educational material by the students.

Psychological and pedagogical terms of designing and implementing the content of training, principles of its design, the specificity of the formation of the system of educational knowledge and the structure of scientific and methodological knowledge in geography, taking into account age psychological characteristics of senior students, are presented.

On the basis of concretization and logical unity of philosophical and cultural, psychological and pedagogical factors, organizational, methodical aspects and pedagogical terms of studying geography of senior students of senior profile high school in the context of the requirements for the new Ukrainian school are substantiated.

The study theoretically developed and proposed a methodical teaching system, characterized its components, substantiated the geographic-center theoretical and methodological foundations of teaching geography at the profile level, determined and theoretically justified the methodical approaches and principles for selecting and designing the content of geography learning at the profile level establishment of universal middle education.

Analysis of research and publications. The problem of crosscurricular relations in their works was considered by: Komensky J.-A., Locke J., Ushinski K., emphasizing the necessity of interconnections between subjects in order to reflect the holistic picture of nature and to create a system of knowledge and correct understanding of the students. Komensky J. advocated interrelated study of grammar, philosophy and literature, Locke G. – history and geography.

The importance of cross-curricular relations in their studies was substantiated by Zverev I., Korotov V., Maksimova V., Skatkin M., as a necessary condition for unity of education and upbringing, as a means of a comprehensive approach to the subject system of learning (Udovychenko, 2018).

In particular, cross-curricular relations were considered by Zverev I. and Maksimov V. as a didactic tool, which envisages a comprehensive approach to the formation and assimilation of the content of education by the students, which makes it possible to communicate between subjects for in-depth, comprehensive consideration of different concepts, processes and phenomena.

The issues of classification of intersubjective links were considered by: Abbasova R., Kulagin P., Lemer M., Maksimova V., Recunenکو V., Savchenko O., Skatkin M., Sorokina M., Tadyan S., Fedorov V., Cherkes-Zade N. and others (Udovychenko, 2018).

The components of cross-curricular relations were investigated by Antonov N., Loshkaryova N. etc. (Ovcharuk, 2004).

Thus, relying on a philosophical understanding of the structure of communication between subjects, Antonov N. identified in the concept of «intersubjective links» three features (composition, method, focus), analyzing types of communication. In particular, composition consists of objects, facts, concepts, theories, methods; logical, methodical techniques and forms of educational process through which the connections in the content are realized; by orientation – the formation of general skills, the integrated use of knowledge in the process of solving educational problems (Ovcharuk, 2004).

In her turn, Loshkaryova N. identified the links between the subjects in terms of the content of the educational material, the formation of skills, the methods used, proposing the classification of intersubjective links with two «bases»: knowledge and activities (Ovcharuk, 2004).

Vishnikina L., Dobrev O., Nadtoka O., Topuzov O., Samoilenko V. and others covered the didactic aspects of the formation of students' geographical competence in the process of learning geography by various means, including integrated direction, in their works (Topuzov, Nadtoka, Pokas, 2008).

The purpose of the article. The purpose of the article is to highlight the importance of integrating natural and philology, in the lessons of geography and cross-curricular relations in the education of students in establishment of universal middle education, including specialization.

Presentation of the main study material. The principles of systematicity and continuity are aimed at consistent expansion and deepening of knowledge, skills of students during their work, and provide the organization of appropriate forms of work throughout the school year, both at geography lessons and during extra-curricular activities.

The speed of updating information and diversity of its transmission demands from teachers and pupils general mobility about its processing, geospatial world perception. The conducted researches and practical experience allow us to conclude that collective work gives effective results when organization is systematic, accessible, and continuous.

The current realities in the development of Ukrainian society have led to new priorities for the education sector,

which also include in Ukraine, rethinking approaches to the building of a pedagogical process as a whole and using integrated, cross-curricular learning in particular.

For the first time, a comprehensive approach to training was introduced in Ukraine in the early 1920 s. However, the integrated programs «actually led to the abolition of independence and qualitative identity of the subject learning was focused on a complex problem». The reforme, this approach was abandoned in education in the early 1930 s. They returned to the issue as early as the 1970 s. and 1980 s., using the concept of «integrated approach» instead of «cross-curricular communication» (Udovychenko, 2018).

The new State Standard for basic and Complete General secondary education of Ukraine emphasizes the importance of cross-curricular links in the formation of students' knowledge systems, their perceptions of the historical development of society, the integrity of processes and phenomena in the world, the interaction of society and nature (State standards for basic and full secondary education, 2012).

The role of cross-curricular relationships in the development of personality traits that are formed under the influence of the educational functions of crosscurricular communication and students' knowledge, under the influence of the educational function of cross-curricular relationships; creativity and independence, under the influence of a developing function; complex perception of information – a constructive function is important.

Integrated, binary lessons are one form of cross-curricular implementation (Rekunenکو, 1995).

Thus, under the binary lesson Davydenko T., Zorina L., Rekunenکو V., Shamov T. mean the creation of a coherent unity of individual components, ensuring the process of interconnection of objects, which results in the appearance of certain changes, fundamentally new characteristics, internal connections etc. (Ovcharuk, 2004).

Hence, binary lessons are characterized by: integrating the content of several (usually two) subjects into one topic, problem; teaching one topic by a group (usually of two people) of teachers, according to a pre-synchronized common calendar- themed and lesson planning; application of methods, forms, techniques, technologies aimed at complex presentation and perception of educational material; realization of learning through the experience gained by students in another lesson and in daily life (Rekunenکو, 1995).

Using binary lessons of geography and history, jurisprudence, social studies, computer science, economics, Ukrainian and literature, foreign languages, etc., facilitates the formation of a holistic understanding of the phenomena of nature and the relationship between them; knowledge and skills that they can use when studying other subjects; opportunities to put the knowledge gained into practice in specific life situations.

In addition, this type of study material contributes to the complex worldview of the participants in the educational process and aims at the formation of competent graduates of educational institutions in general and profile specialization in particular (Rekunenکو, 1995).

Conducting a binary lesson on the physical and economic geography of Ukraine and English in the 11th grades at the profile level of study is an example of such integration, the mini-synopsis of which is given below.

The current realities in the development of Ukrainian society have led to new priorities for the education sector, which also include in Ukraine, rethinking approaches to the building of a pedagogical process as a whole and using integrated, cross-curricular learning in particular.

Conducting a binary lesson on the physical and economic geography of Ukraine and English in the 11th grades at the profile level of study is an example of such integration, the mini-synopsis of which is given below (Karpiuk, 2008; Palamarchuk, 2004).

A fragment of a mini-summary of a binary lesson in geography and English (the 11-th grade, profile level) (Karpiuk, 2008; Kostenko, 2006). Topic: Ukraine on the political map of Europe and the world. Geographical location of Ukraine. Objective: To form students' ideas about the physical and geographical position of Ukraine, contributing to the development of the assessment of the geopolitical position of the country and its place in Europe, the world, by means of education of civic competence. Lesson Objectives: to teach students to characterize the concept: «physical and geographical position of the state»; to study the main indicators by which the physical, geographical and geopolitical position of Ukraine is determined; to consider peculiarities of geographical and geopolitical position of Ukraine on the map of the world, Europe; to acquaint students with the main positive and negative features of the geopolitical position of Ukraine; to deepen students' skills in monologue, dialogic speech and listening; to develop geographical map skills and spatial logical thinking; to nurture the value attitude of the individual to the state and society, culture of communication, self-control, self-discipline.

Ability to work at a cross-curricular level develops general educational skills and skills of students, provides them with the formation of a holistic system of ideas about the dialectical-materialistic laws of knowledge of the world in their interconnection and interdependence, and promotes a broader view and range of ideas.

The conducted research and practical experience make it possible to conclude that the use of binary lessons is one of the effective ways to increase students' interest in learning.

Our studies have confirmed that significant opportunities for the implementation of integrated learning are embedded in the content of teaching at school, subject to the mobility of teachers, the availability of appropriate work skills, motivation to increase the level of practically oriented education of students – future competent graduates of general secondary education.

Conclusions. Thus, as even this small example shows, the speed of updating information and diversifying its means of transmission requires the teacher-student mobility to process it, the geospatial worldview, the skills of working with different sources of knowledge, which in turn are aimed at developing and shaping the geographical, language competencies of participants in the educational process (Bibik, 2004).

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Our studies have confirmed that significant opportunities for the implementation of integrated learning are embedded in the content of teaching at school, subject to the mobility of teachers, the availability of appropriate work skills, motivation to increase the level of practically oriented education of students – future competent graduates of general secondary education.

In view of the above, **the prospects of our further exploration** are to study the features of the profile teaching of geography of high school students.

The specificity of the teacher andragogical interaction, which teaches in the profile classes, that directed to increasing the proper scientific-methodical level, are depicted.

The expediency of diversity the methodical forms of work in the postgraduate teacher's education in the context of paradigm requests to the new Ukrainian school is analyzed.

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СПЕЦИФІКА ФОРМУВАННЯ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ ГОТЕЛЬНО-РЕСТОРАННОЇ СПРАВИ У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація. У статті представлено структурно-системний аналіз процесу формування компетентностей майбутніх фахівців готельно-ресторанної справи у процесі професійної підготовки в закладах вищої освіти. На основі опрацювання досліджень науковців із проблеми підготовки майбутніх фахівців сфери обслуговування в закладах вищої освіти здійснено диференціацію низки компетентностей означених фахівців. Дефініцію «компетентність майбутніх фахівців готельно-ресторанної справи» визначено як полікомпонентну динамічну комбінацію, представлену знаннями, вміннями, навичками, способами мислення, поглядами, цінностями, іншими особистими якостями, зреалізовану наскрізно на рівнях вищої освіти галузі знань 24 «Сфера обслуговування», спеціальності 241 «Готельно-ресторанна справа», формах організації навчання, що є комплексом інтегральної, загальних («м'які» навички) і спеціальних («тверді» фахові, предметні навички) компетентностей та визначає здатність здобувача освіти успішно соціалізуватися, провадити професійну та/або подальшу навчальну діяльність, самостійно й цілеспрямовано

підвищувати фахову компетентність, розбудовувати кар'єру та формувати власну концепцію життєвого успіху. До загальних компетентностей нами віднесено такі: культурологічну, полікультурну, морально-етичну, соціальну, здоров'язберезувальну, громадянську, релігійно-світську, світоглядну, цивілізаційну, космополітичну, художньо-естетичну, мовно-комунікативну, полілінгвальну, риторичну, гуманітарну, психолого-фасилітативну, емоційно-інтелектуальну, самоосвітню, критичного мислення, креативну, інформаційно-цифрову, медіакомпетентність, інклюзивну, рефлексивну. Відповідно до спеціальних компетентностей – конкретно-професійну, правову, науково-дослідницьку, експериментальну, екологічну, соціально-економічну, підприємницьку, інноваційну, інструментально-аналітичну, дискурсивну, технічну, технологічну, лідерсько-управлінську, моніторингово-діагностичну, експертну, прогностично-моделюючу, сталості.

Ключові слова: готельно-ресторанна справа, професійна підготовка, майбутній фахівець, компетентність.