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Content and Improving Higher Education by Solving Problem of Special Items Integration

Key words: *improvement, higher education, integration, interdisciplinary integration, education system, training*

Annotation: *the article deals with the content and improvement of higher education by solving the problem of integration and interdisciplinary communication of special subjects.*

Education is the social and spiritual support of human life, a means of ensuring democratic freedom, a factor of national security.

The content of higher education, according to the national program, is built in accordance with the achievements of culture, science and technology, the needs of the individual, society and the state.

The introduction of the integration of subjects in the education system allows us to solve the tasks currently set for the school and society as a whole. Integrated learning has a positive effect on the development of independence, cognitive activity and the interests of students. Its content, the teaching activities of the teacher are addressed to the student's personality, therefore they contribute to the all-round development of abilities, enhancing students 'thinking processes, encouraging them to generalize knowledge from different sciences, the ability to acquire and develop skills, competencies that can be used or transformed to a variety of life situations.

Integration is a leading trend in the development of scientific knowledge in modern conditions. It manifests itself in the synthesis of knowledge, increasing the effectiveness of scientific research. Integration and differentiation are the natural processes of the development of science. These two processes correspond to two tendencies of human cognition, on the one hand, to represent the world as a whole, on the other hand, to comprehend deeper and more concretely the patterns and qualitative originality of various structures and systems.

Integration in modern education goes in several directions and at different levels:
• intra-subject - integration of concepts, knowledge, skills, etc. within individual subjects;
• interdisciplinary - synthesis of facts, concepts, principles, etc. two or more disciplines;
• trans-object - synthesis of the components of the main and additional educational content.

The implementation of interdisciplinary integration, i.e. the construction of integral models of the studied phenomena would allow:
• to create conditions for the conscious understanding by the students of these phenomena and to facilitate the solution of cognitive and professional tasks;
• on the basis of the previous to promote the integration of education;
• promote the harmonious development of personality.

Thus, the solution of the designated tasks is closely related to the problem of integration. There are various approaches to its definition. Let's analyze the most significant of them. The most general concept of integration is defined as the connection between phenomena in the process of development in nature, society and cognition, when the new, replacing the old, retains some of its elements.

Thus, integration in philosophy is viewed as a pattern of development. Moreover, integration is a manifestation of such basic laws of dialectics as the law of negation of negation, the law of transition of quantitative changes into qualitative, the law of unity and the struggle of opposites.

The role of integration in vocational training, ensuring the integrity of the pedagogical process. Thus, the creation of educational areas can be interpreted as the process of combining (integrating) academic disciplines regarding research and solving various types of tasks.

Higher education as a long stage of secondary specialized education contributes to the achievement of the overall goal of the university, ensuring students learn the basics of academic disciplines, develop their thinking and creative abilities, developing a scientific worldview.

The concept of higher education at a university defines educational goals as:
• the formation of a comprehensively developed personality;
• the study of the main components of the professional picture of the world;
• mastering the basic ideas about the scientific method of research and its place in the system of knowledge of the world;
• the formation and development of cognitive abilities.

Fundamental education should be holistic, for which individual disciplines should be viewed not as a set of traditional autonomous courses, but as single integrated cycles of fundamental disciplines interconnected by a common objective function, ensuring the integrity of education as such.

The current state of the special disciplines does not yet fully meet the criteria set forth. Significant and concerted efforts by teachers from the entire cycle of special disciplines are required in order for the fundamentals in this area to become a reality.

Integration of special education undergraduate and graduate education in higher education should be ensured by the unity of purpose, content, methods and means. The goals of special subjects of higher education are deepened and concretized. In particular, these include: the ability to use the knowledge gained in practical work; the formation of professional skills; development of qualities promoting readiness for the improvement and continuation of education.

Achieving the goals of higher education is realized by adequate teaching methods, corresponding to the ideology of developmental education, the methodology of an active approach, student-centered pedagogy, which transform education into the sphere of the personality formation of students, their mastery of ways of thinking and various activities. Of particular importance in vocational education is the mastery of the scientific method, which involves the use of methods of educational experiment, research, problem, a variety of active

teaching methods. To fulfill the curriculum and educational material, an important role in the organization of the educational process is played by technology and teaching methods. When studying a particular subject, the interdisciplinary connection of general education, general professional and special disciplines, as well as the methods and techniques of the lesson, didactic material, methodological security relating to the subject being studied, are very important.

In the course of the educational process to ensure interdisciplinary integration among students, it is possible to form the following professional qualities as:
- creative attitude to the studied subject;
- independent thinking, freely and independently express their point of view;
- constantly work on self-education;
- has deep theoretical and practical knowledge in general and special disciplines;
- adaptation to the production and technological process.

Based on all the above, it can be concluded that based on the method of studying interdisciplinary integration in the study of a particular topic, based on the degree of knowledge gained, the material under study can be explained more accessible and understandable. In this case, the assimilation of the material passes easily and quickly.

- Since integration is not an end in itself, but a certain system in the activity of a teacher, there must be an end result of integrated learning:
- to increase the level of students' knowledge of the subject, which manifests itself in the depth of digestible concepts, patterns due to their multifaceted interpretation using information from integrable sciences;
- in changing the level of intellectual activity provided by the consideration of educational material from the perspective of leading ideas, the establishment of natural relationships between the problems studied;
- in the emotional development of students, based on the attraction of music, painting, modeling, literature, etc;
- in the growth of the cognitive interest of students, manifested in the desire for active and independent work in the classroom and during extracurricular time;
- in the inclusion of students in creative activities, the result of which can be their own poems, drawings, panels, crafts, which are a reflection of the personal attitude to certain phenomena and processes.

The highlighted aspects correspond to the educational, developmental and educational functions of training. This allows us to formulate the conclusion that the integration of objects contributes to the overall development of the child and a deeper study of topics in the classroom, contributes to the formation of a holistic picture of the world in children, understanding the links between phenomena in nature, society and the world as a whole.

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