

## INTEGRATED LEARNING: HISTORICAL EXPERIENCE AND CHALLENGES

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**Introductions.** Educational technologies have a long history, and the concept of integrated learning is not new. Interestingly, the idea of integration in education emerged simultaneously with the development of a subject-centered approach, which led to the disruption of the natural connection between subjects and real-world phenomena. Many scholars and educators in the past believed that to understand objective reality, one should not be limited to a single branch of science or academic subject.

**Aim.** In our theses, we will provide a concise analysis of the development of the integrated approach in education.

**Materials and methods.** In our research, we employed a historical comparative analysis of the development of the integrated approach in education across different historical periods.

**Results and discussion.** In the 18th century, the prominent Czech educator Jan Amos Comenius asserted that all knowledge shares a common root in the surrounding reality, interlinked with each other, and therefore should be studied in these connections [2]. However, systematic integration in education began to be implemented only in the 19th century. The development of integration in Ukrainian pedagogy, according to O. Topuzov and T. Pushkarova, can be divided into three stages. The first stage is associated with the introduction of problem-complex

teaching on an interdisciplinary basis (the so-called labor school) and covers the late 19th century to the 1920s. The second stage took place in the 50s–70s of the 20th century when interdisciplinary connections were forming. The third stage covered the 80s–90s of the 20th century and transformed into actual integration [5].

The experience of problem-complex teaching, introduced in the early 20th century, is significant for the development of integrated learning. During this time, schools in many countries began to use ideas from reformist pedagogy (A. Ferrier, O. Schultz, O. Decroly, and others) and pragmatic pedagogy (John Dewey, William Kilpatrick, Harold Parkhurst, and others), advocating concepts such as «comprehensive education», «complex programs», «project methods» and «practical or vocational training». These approaches highlight the importance of integrating various subjects and applying knowledge practically to develop a deep understanding of the material and problem-solving skills [3].

Supporters of reformist pedagogy emphasized the importance of young people acquiring knowledge that is logically connected and has practical application, helping them understand phenomena and facts of everyday life correctly. Belgian educator and psychologist Jean-Ovide Decroly believed that through integration, a child should become aware of their identity, understand the environment in which they live, as well as their ideals, goals, and desires [3, c. 94 95].

Representatives of pragmatic pedagogy, such as William Heard Kilpatrick, supported the ideas of teaching through project methods, which they considered effective for planning purposeful activities related to solving specific educational tasks in real-life situations [6].

In the 1920s, Ukraine actively implemented a system of integrated or comprehensive education. In educational programs, the term «history» was replaced with «Social Studies». Instead of traditional history textbooks, new types of educational materials appeared - workbooks that, according to the authors' intentions, encouraged students to independent creative work, offering theoretical, factual, illustrative material, historical sources, as well as various questions and tasks for independent work [4].

However, these workbooks had certain drawbacks. They focused on specific facts of the present, rather than the historical past, using historical material only to explain these facts and grouping them by sociological themes. This led to a significant portion of historical material being ignored. In the Soviet school, a class-based approach dominated the selection of curriculum content, resulting in social determinism in the study of history, and some topics were not considered at all. Workbooks did not provide systematic knowledge of the subject and were compiled without considering the cognitive abilities of students. The trend of replacing textbooks with applied materials led to a decrease in the quality of the educational process and became one of the reasons for the crisis in school education in the 1920s. Thus, although integrated learning aimed to make education more practical and relevant to real life, implementation shortcomings and a lack of systematicity led to problems in the quality of education [4].

Despite attempts at integration in education, many teachers in Ukraine in the 1920s sought to preserve history as a separate subject. In some schools, traditional history courses continued to be taught, even when social studies were included in the curriculum.

The integrative approach in education further developed in the 1950s-1980s through the implementation of interdisciplinary connections, considered a means of enhancing the effectiveness of teaching and fostering students' cognitive activity. However, the implementation of interdisciplinary connections was not systematic, and it cannot be considered full-fledged integrated learning. In practice, this led to the continued division of educational content into new separate subjects, neglecting the development of new integrated directions in science, such as biophysics or biochemistry, as well as the needs of the economy and students themselves. As a result, education became detached from real life, disregarding the needs of the economy and students, leading to the formation of students' fragmented perceptions of the world and a decrease in motivation for learning.

Today, the issue of integration has become the subject of research for many Ukrainian scholars and educators, including O. Baranovska, N. Bibik, N. Hupan,

V. Ilchenko, Yu. Maliienko, O. Savchenko, O. Pometun, T. Pushkarova, T. Remekh, O. Topuzov, and others. We will delve deeper into their ideas in the future.

In 2004, the first State Standard of Basic and Complete Secondary Education emphasized the need to implement an integrated approach in shaping the content of education [1]. The standard identified educational areas that allowed educators to flexibly organize the content of teaching. The State Standard of 2011 also provided for sectoral integration. However, in practice, curriculum developers did not create integrated courses in history and civic education, and schools continued to teach traditional courses such as «History of Ukraine» and «World History». Although a section on "Interdisciplinary Connections" was added to each history program, this did not ensure fully integrated history education.

Thus, the integrated approach in education has a long history and is not a new phenomenon. When implementing the integrative approach in modern conditions, it is essential to analyze and consider its positive aspects and drawbacks observed in the past to ensure the effectiveness and relevance of the educational process. This will help avoid repeating past mistakes and contribute to the creation of a more integrated and meaningful educational system.

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