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INTEGRATED LEARNING: FROM THEORY  
TO PRACTICE

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Integration processes occur at various levels and spheres of social life. This trend in science was pointed out by V. Vernadsky, who asserted that the growth of scientific knowledge leads to the blurring of boundaries between individual sciences. The field of education has not been an exception. The relevance of implementing integration in education is conditioned by a number of global processes and trends in the development of the information society. Integrative processes in various spheres of social life significantly determine the style of thinking and behavior of modern individuals.

Before implementing any educational technology in practice, it is essential to understand its essence, and integrated learning is no exception. Despite the diversity of interpretations of the concept of integration in education, there is a commonality that unites researchers' approaches. Integration in education should primarily be understood as the process of establishing connections between the structural components of teaching content within a particular educational system with the aim of shaping a comprehensive understanding of the world in the learner, directed towards their development and self-improvement. It is a natural interconnection between educational subjects, sections, and topics of various subjects, grounded in a leading idea. In other words, educational integration is not a mechanical combination of parts/components of education, not their sum, but an organic interrelation that results in a qualitatively new outcome, a new systematic and integral formation [3; 4].

Researchers consider integration in education from various perspectives, namely as:

- A factor in the development of educational systems.
- A variety of scientific integration carried out within the framework of pedagogical theory and practice; a higher form of reflecting the unity of goals, principles, content, and forms of organizing the process of teaching and education.
- The process and result of the interaction of structural elements of the content of education, accompanied by an increase in the systematic nature and compression of students' knowledge.
- Purposeful integration, the synthesis of relevant educational disciplines into an independent system of targeted purpose, aimed at ensuring the integrity of knowledge and skills [5, p. 4].

The opinion of Y. Maliyenko, who considers integration in a localized dimension, specifically in the context of civic and historical education, is quite reasonable. In her view, integration is the interconnection of substantive, procedural, and attitudinal aspects of civic and historical education, as well as other educational fields, necessary for forming a child's holistic worldview and multifaceted personal development. The researcher emphasizes that the incorporation of school education fields is a crucial prerequisite for the effectiveness of new educational literature [2, p. 126].

The value of integrated learning lies in allowing teachers and students to go beyond the boundaries of individual subjects or educational domains. Consequently, education seekers can better understand the essence of a particular object or phenomenon in the contexts of various subjects, form a comprehensive understanding of them; through the analysis of different perspectives, they can deepen their understanding of key ideas; better comprehend how to apply acquired ideas and skills in practice; and develop systematic thinking. Accordingly, during integrated learning, children learn to see a holistic picture of the world, not just its individual fragments [1, p. 34].

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