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INTEGRATION IN EDUCATION AS A RESPONSE TO THE CHALLENGES OF THE INFORMATION SOCIETY

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Integration processes penetrate various aspects of social life, including education, where a traditional subject-centered learning system has long prevailed. The main problem with this system is the lack of integration between different disciplines and educational spheres, which can lead to an overload of programs and textbooks, as well as to the fragmentation of students' knowledge. This fragmentation complicates the assimilation of knowledge in different fields and hinders the formation of a holistic view of the world in students, which, in turn, slows down the development of key competencies and the ability to solve practical problems.

In the contemporary information society, academic subjects should be studied in correlation, not in isolation, to address real-life situations. Real problems require an integrated approach that goes beyond the scope of a single subject. Therefore, it is essential not only to provide students with information but also to develop in them systemic thinking, skills to work with various sources of information, the ability to identify key information, and solve complex tasks by making informed decisions. This poses new challenges to education, requiring changes from researchers, teachers, and textbook authors.

Integrated learning is a key tool for developing systemic thinking

in students as it establishes connections between different educational domains and subjects, based on scientific ideas and concepts that shape a holistic understanding of history, humanity, the world, and culture.

Educational integration blurs the boundaries between subjects, contributes to the formation of a holistic worldview in students, enhances their motivation for learning, and fosters research interest. According to S. Klepko, education that imparts only isolated knowledge cannot fully fulfill its role in preparing young people for successful adaptation in society and creating competitive professionals [3].

Integrated learning allows students to recognize the importance of knowledge from each subject in addressing contemporary challenges, develops communication skills through the creation of learning situations that encourage collaboration, communication, and the exploration of non-standard solutions. This approach makes education engaging and relevant, integrating knowledge and skills into real-life contexts [4; 5].

Supporting the need for the integration in the educational process, T. Zasyekina [2] argues that it is common sense since, in real life, knowledge and experience are not divided into separate topics. Establishing connections between different scientific fields promotes the emergence of new ways of thinking and knowledge acquisition, combines various abilities, develops critical thinking, and contributes to a deep understanding of the overall picture of the world.

According to O. Topuzov and T. Pushkarova, the successful implementation of integrated learning opens up limitless opportunities to achieve quality competitive education, serving as an unconditional guarantee for every individual in the independent pursuit of life goals, becoming a source of creative growth and self-assertion in society [6, p. 7].

The prospects for the development of integrated learning are enshrined in the "State Standard of Basic Secondary Education" (hereinafter - SS), where not separate subjects but educational domains are specified (State Standard of Basic Secondary Education, 2020) [1]. This means that, for the first time in a long time, a regulatory document focuses on content integration, on the possibility of flexible variative

content organization. Therefore, the implementation of an integrated approach in the educational process is a relevant issue that requires scientific and methodological support. As researchers note, today, pedagogical integration is defined as the leading idea of modern general secondary education reform. Therefore, the integrative approach (a set of methodological methods for implementing integration) should be leading and interconnected with competency-based, personality-oriented, activity-based, etc., in the theory and practice of school education [2].

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