

PAPER

THE SYNERGETIC PARADIGM – IS A FACTOR IN THE DEVELOPMENT OF INTEGRATED KNOWLEDGE CONTENT

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Abstract

We know that in order to develop creative abilities, it is necessary to unite all comers. The cycle “Theoretical problem– to introduce into practice” is one of his most famous works. In this article, first of all, thoughts are made about the emergence of a new form of relationship between them, in addition to ensuring the achievement of significant effectiveness in the use of problem teaching in lectures and practical classes.

Key words:

Synergistic paradigm, traditional and non-traditional, Irrationalists, value, knowledge and belief, empirical, integrational trends.

Introduction

The question of intelligent and irrational synthesis in the understanding of human essence is considered in Philosophical Research, and classical philosophical thought is revived through the open fusion of rational and irrational. It is in turn based on the language of scientific ideas, while being free from strict restrictions [3].

To some extent, the synergistic paradigm helps the individual overcome the difficulties of the interaction of rationalist and irrational approaches in the development and implementation of integration categories. At the same time “at present, any truly creative process is associated with the integration of traditional and non-traditional knowledge. It is at their junction that great achievements are introduced into new areas, often bright and original solutions to the most complex problems are offered” [2].

Considering the interdependence of traditional and non-traditional approaches within the framework of syncretic knowledge makes it possible to create a holistic understanding of the individual. It is important in our opinion that the so-called rational and irrational components of “integration” are expressed at the level of the “element” and subjective layers of phenomena, the connection of which is made through a synergistic paradigm [2].

The synergistic paradigm shows the ways in which an individual's concept of integration combines disciplines closely related to methodology, including pedagogy and psychology. This concept can be implemented on the basis of general principles for describing various aspects and areas of human life: the variety, combination (harmonization) of elements, etc. Complementarity and compensation create conditions for a comprehensive study of the world, man and their interaction at different levels.

Thus, integration takes away the rational boundaries of a person, recognizing his creative nature. Irrationalists thus define the prospects for the expansion of what is known and the constant search for an unknown sphere. Irrational orientation expands the possibilities of reflexive cognition through the use of irrational forces (instincts, feelings, emotions, etc. In addition, each direction retains its own characteristics.

We know that the development of Education makes it possible to combine all forms of learning. A single system of mastering the cycle “theoretical problem – introduction in practice” appears [1]. In this process, first of all, the use of problem teaching determines the emergence of a new form of relationship between them, in addition to ensuring the achievement of significant effectiveness in lectures and practical classes. Secondly, it includes constructive games that simulate different situations. These classes, on the one hand, require teachers and students to synthesize different

areas of knowledge, while on the other hand, they model the multifunctionality of teamwork of professionals.

In the scientific and pedagogical literature, the following tasks of studying integrational processes are formulated: the study of integrational processes in pedagogy in a historical retrospective; analysis of the role and role of integrational processes among other methodological and theoretical problems; identification of the connection between the processes of integration and differentiation as a development factor of pedagogical science; clarification of the objective conditions; review of integrational processes and trends in integral personality formation theory, etc. At the same time, the "preliminary rules for the analysis of integrative processes in pedagogy" are also defined: [3].

1) the development of pedagogical science is subject to the same laws inherent in the process of knowing any social phenomena;

2) the development of pedagogy, like any other social science, is determined by social order;

3) integrational processes in pedagogy, as in other social sciences, are associated with the expansion of its humanistic and ideological functions in the management of social progress.

It is important to take into consideration that in pedagogy, the term "integrativity" has found its expression as educational principles such as "one whole" integrity "unity of theory and practice harmony with nature". This was the result of "opening up the mechanisms of the transition from simple to complex, combining parts" [1].

Important-categorical properties of integration have also been studied in science, culminating in the paper "interdisciplinary communication as a pedagogical problem". Separates the concepts of "integration" and "coordination": integration means "the unification of several educational disciplines in which scientific concepts are associated with general meaning and teaching methods"; coordination is explained as – "interaction of carefully developed educational topics (inter-subject communication)". To be more precise, coordinate the pedagogical system for which purpose it is organized to determine the level of merit corresponding to those goals. The conformity achieved for one condition is never consistent with other conditions. Therefore, the concept of coordination requires accuracy. Coordination cannot be general, it can only occur with respect to the specified distance. It is necessary to distinguish between theoretical and practical directions of coordination. A synonym for the concept of coordination is the calculation, visualization, comparison and comparison of alternatives on a theoretical basis. Coordination is to innovate in a practical direction, reorganize, re-configure, make it most convenient to solve the issues posed to it. Also, integration is described as the process and result of creating an inextricable relationship. It should be noted that, on the one hand, coordination implies the adaptation of the pedagogic process to existing conditions, and on the other hand, it requires the adaptation of the pedagogical process to it, creating new conditions on its own. There is no contradiction here, since these two processes proceed in relation to one another. If you adapt to the conditions today it is related to a situation that does not depend on us [3].

Integration is considered as a state, trend, example, process, factor, result of modern knowledge and training of specialists. Despite the multiplicity and versatility of the content of integrated knowledge, it is obliged to reflect the following:

First, a holistic view of the world. In this, man is seen as a part of nature, and all natural and social processes taking place are studied in an interconnected way.

Secondly, the appearance of the world as moral values. Value, knowledge and faith – the harmonious development of the individual, creates the possibility of forming a scientific and religious worldview.

Thirdly, a rational attitude to the processes of change of the world. A person who is part of nature, has the power of reason

and is comparable to the energy of natural phenomena begins to realize, most importantly, responsibility for what is happening, for the fate of the world, when he is actively involved in local and global processes.

In modern Information Society, natural, humanitarian, concrete, technical, aesthetic, art and religion serve as the basis for their objects and their integration, trends, styles and approach to the development of commonality. Based on the study of the features of the development of trends in the integration and differentiation of modern scientific knowledge, the basic laws and principles are distinguished. These are:

- the advantage of an integrated trend over differentiation;
- the increasing degree of complexity of each discipline is integrated in relation to the complexity of its subject, structure and tasks;
- increased speed and quality of integration processes.

In pedagogy, integration within a particular discipline is often accompanied by interconnected goals such as education, upbringing and development (in elementary school teaching, such a strategic goal is aimed at understanding the environment through a given discipline).

Interdisciplinary integration-is carried out on the basis of theories related to the elements and concepts of several disciplines (on the basis of set theory, mathematical knowledge can be combined), as well as through content communication (methodology for teaching technology and mathematics).

Integration of academic disciplines-a general idea for several related disciplines, multidimensional, is carried out on the basis of complex problems. Integrational trends are manifested in the holistic presentation and construction of a theoretical and methodological research area.

Integrations based on the sequential presentation of topics. Based on the principle of concentricism, the studied topic complements the new material (new topic).

Integration based on the generation of points that are harmonized in training programs. In order to eliminate duplicated materials based on taftology, the programs aim to provide thematic harmony. In modern conditions, a strong need to create such types of programs is felt by the large number of educational subjects in the curriculum. The results of the study, analysis of programs and textbooks show that it is necessary to harmonize certain programs.

Topics include integration educational materials that are given within the framework of one discipline are awakened by materials that are essentially close within the framework of another discipline.

Today we can talk about the existence at one level or another of the implementation of educational goals and objectives, of integrative pedagogical concepts – a set of systematized views, rules and ideas that determine the direction and content of integrated pedagogical activity in a particular area. Despite the abundance and versatility of the content of integrated knowledge, it is definitely:

- a holistic view of the world as part of human nature, the interaction of all the natural and social processes taking place at all levels of the organization of existence;
- when the life, activity of each individual is viewed as an independent value, and knowledge and faith – as a condition for the formation of a scientific-religious worldview of the harmonious development of the individual-from the point of view of moral-value to the world;
- rational attitude to the processes of change in the universe when a person begins to understand the responsibility for what is happening, for the fate of the world, when he has a part of nature, the power of reason and the ability to produce energy similar to the energy of natural phenomena, actively participates in local and global processes, and most importantly;

- modern information technologies should reflect the trends of integration in a developed society based on the integration of natural, humanitarian, concrete, technical, aesthetic sciences, art and religion with their objects and objects, the development of common methodological foundations and approaches.

A. D. Ursul records five stages in the development of integrity:

set (elements are combined with some signs); complexity (initial form of synthesis);

regularity (view of the order relation between elements);

organization (the emergence of new properties (signs) that previously did not exist in the process of the emergence of connections between United elements);

the system (the emergence of a holistic whole as a result of the growth of ties as the most perfect form of synthesis of United organizers) [4].

At the same time the Three steps of the integration are shown.

At the first stage, relations between previously relatively independent objects, phenomena and processes arise.

In the second stage, important relationships are carried out that determine and modify the activities of integrable phenomena, processes and objects.

The third stage reveals qualitatively new aspects inherent in a certain integrity.

In a generalized description, three levels of knowledge integration can be distinguished:

The empirical (expressive) level combines evidential data from different fields;

The theoretical level synthesizes modern fundamental theories, thereby creating a holistic system of theoretical scientific ideas about some phenomenon;

The methodological level combines the main ideas of the phenomenon under study and various methodological directions sufficient for its development.

The conclusion is that an important way to carry out professional activities consists in improving the methodology of an integrative approach in this process, in the implementation of which it is advisable to conduct research on a special program.

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