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## INTEGRATIVE LEARNING AS A PEDAGOGICAL PRINCIPLE

**Abstract.** Topic of the article is relevant in terms of the implementation of fundamental reforms in our education system, special attention to this issue in the normative-legal documents, generalization of best practices in school practice, the lack of thorough research in this area in the country. We can summarize these issues as follows: the education system is currently undergoing rapid development due to large-scale relations. Secularization and modernization necessitate the improvement of the education system. The main goal of the reforms is to preserve nationalism while globalizing the education system. It is clear from the education legislation that although the main goal is to build education in accordance with high standards, to create a perfect education system, all this is based on national values, providing easy perception for teachers and students. We build our education in accordance with our history, values, traditions, using the world education system and making the right adjustments. The second paragraph of the Law of the Republic of Azerbaijan “On Education” states the principles of state policy in education: “AR has the policy of creating a system of continuous education. State policy in the field of education is based on the following principles: from a legal point of view, everyone has the opportunity to get education within the state standard; to create equal conditions for the realization of all knowledge, skills and talents; democratization of education and state-public character; increasing the independence of educational institutions; humanization of education; universal human values, human life and health, the priority of free individual development; humanization of education; strengthening the national education base; individualization and differentiation of training; integration of educational content” [1]. When paying attention to the principles, it is possible to observe a special emphasis on the factor of integration of the content of education as a principle. It becomes clear that

as a result of the integration of the content of education, it may have a scientific and secular nature.

**Key words:** role; subject; lesson; training; plan; contact; integrated.

## **INTRODUCTION / ВСТУП**

**Formulation of the problem.** The State Strategy for the Development of Education in the Republic of Azerbaijan contains five strategic directions. The first is a strategic direction towards the creation of competency-based personality-oriented education content. The first strategic direction has the following content:

“Personality-oriented education is a process of acquiring individual, unique features and qualities of universal and social significance, which actively influences the individual's ability to fulfill a certain social role, creative communication, perception, evaluation of personality and activity. An integrative indicator of personality integrity is determined by the ability of the acquired knowledge to assess the value of the environment” [2].

Education instills a variety of integrative skills in students. However, students who receive different information have difficulty applying them. They are not able to test data in different situations or on different levels. This is due to the inconsistency between the curriculum of the subjects taught at the secondary level.

The document “State standard and programs (curricula) of general education” expresses the goals and objectives of general education, including the expected learning outcomes for each level. The document sets out the following general requirements for the content of general education:

- “To adapt the content of education to the needs of students and society, to the state policy in the field of education;
- to determine the content on the basis of the result, personality-oriented, student, integrative principles;
- to prevent the inclusion of information that does not serve the general development of students, is beyond application character and aggravates the content” [2].

Integration is one of the main principles of education reform and is necessary for the consistent transfer of generalized knowledge. This is useful in developing thematic content and strategy.

Integration aims at guiding students to develop and understand the world in a comprehensive way within a single education system.

During the research, pedagogical and methodical literature on the problem was analyzed, systematic work was established. The teachers’ approach to

integration, how they can use it in the learning process, the possibilities of using the integrative lesson were studied, and recommendations were given to the educators about the ways of applying it. During the conversation with the teachers, the level of their theoretical knowledge about integration and their perceptions were clarified and relevant notes were made.

Preliminary surveys and a study of teaching practice show that literature teachers use integration in their lessons. However, this is not regular and systematic. Not all teachers think about building their lessons integratively, they do not pay attention to its benefits and opportunities which can be useful in teaching process. Some teachers do not have a clear idea of the importance of using integrated learning opportunities. Some find it unnecessary and ineffective to use integration in the teaching process.

**Analysis of major research and publications.** Among the Azerbaijani scientists A. Abbasov [3], S. Akhundova [5], N. Kazimov [11], H. Ahmadov [7], A. Hasanov [9], S. Aliyev [8], S. Mayilov [12] conducted some research and published textbooks, teaching aids, scientific articles on the essence, content, structure and effectiveness of integration in teaching.

These researchers have obtained valuable results that facilitate the effective use of integration in the educational process and allow its implementation.

Although the research of these researchers on integration is consistent with the problem of the dissertation, their research does not discuss integration in the teaching of literature in detail. The opportunities of applying integration in teaching have not been the subject of research in the works of these authors and have been overlooked. Most scholars have approached this issue only through the prism of interdisciplinary communication.

Considering the urgency and scientific-practical significance of the problem of integration, as well as insufficient study, we considered it necessary to conduct research on “Opportunities and ways of using integration in the literature lessons of X–XI grades”.

The object of research is to study the possibilities of using integration in the teaching of literature, and the subject is to determine the methods and means that ensure the use of integration in the teaching of literature.

### **AIM AND TASKS / МЕТА ТА ЗАВДАННЯ**

The *aim* of the research is to develop an effective technology for the application of methods and tools that ensure integration in the process of teaching literature.

The implementation of the following **tasks** are defined:

- the essence of integration in the teaching process;
- the state of research of the problem in the relevant pedagogical and educational-methodical literature;
- defects and their causes after studying the current situation in terms of the problem;
- opportunities of taking into account the use of integration in teaching literature;
- to test experimentally the effective ways and sustainability of the use of integration in teaching literature.

The main provisions of the defense:

1. Integration is a principle in teaching literature.
2. Integration is a process that ensures dialectical development.
3. Integration is a complex solution of an interdisciplinary problem, the transition of ideas, laws and principles from one area to another during the interaction.
4. Integration is the use of one scientific concept, method and tool in another, the formation of new disciplines at the junction of sciences, the convergence of fundamental and applied, theoretical and empirical, social and humanitarian sciences.
5. Carrying out integration on a pedagogical-methodological basis creates a real basis for solving the problem.
6. The learning process is result-oriented when the integration is used regularly in teaching literature in grades X–XI.
7. The use of effective methods, tools and ways of integration in teaching literature improves the quality of students' learning.

Opportunities and ways of using integration in the process of teaching literature have been developed in a systematic way:

- the essence, types and forms of integration are defined;
- pedagogical conditions for increasing the effectiveness of integrated training are substantiated;
- the possibilities of integrated content are identified;
- didactic conditions, methods and tools necessary for the formation of literary skills of students of X–XI grades in the integrated learning environment have been developed;
- integrative lesson models applied in the teaching process for the formation of literary competence in students were developed and applied and tested in practice.

## **THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ**

The ideas and scientific provisions put forward in the research will enrich the science of didactics with new ideas, theoretically allow to determine the scientific basis of the possibilities and ways of using integration in literature lessons.

The ideas reflected in the work, the mentioned research results will provide practical assistance to subject teachers in exploring the possibilities of applying integration in literature.

Modern textbook sets consist of textbooks and teaching aids. As the textbooks are printed in a complete form, they are interconnected and prepared according to the interests and needs of the students. The dissertation will be an interesting source for textbook authors in terms of the development of integrative learning tasks that develop logical, critical and creative thinking, as well as the development of methods of coherent teaching of topics.

In the article clarifies the main essence of integration and has the following pedagogical functions:

- Methodological function – the formation of students' modern ideas about the subjects studied.
- The function of education is the systematization, the systematic connection of individual parts, the formation of depth of cognition, agility and enlightenment.
- Developmental function – the formation of cognitive activity, the elimination of sluggish thinking, the expansion of worldview.
- Educational function – to create conditions for nurture in all areas of education, to encourage, to implement a comprehensive approach to nurture, to form a scientific worldview.
- Constructive function – improving the content of teaching materials, methods and forms of teaching.

As a result of the study of the pedagogical literature, various conclusions of researchers on the degree of complexity of integration were identified. Based on the authors' conclusions, three levels of integration complexity were identified: low, medium and high.

Low level – the implementation of integration on the basis of the general structure of the content elements, as well as the generality of concepts, ideas, concepts in the explanation of individual sections of educational programs. Concepts, ideas form the internal unity of the studied material, form the basis of the teaching material [4].

Intermediate level – is to achieve didactic synthesis by combining the means, methods, forms at the level of teaching. Not only topics but also their methods and means of study are connected here.

High level – is associated with the creation of a new curriculum, a new school subject. The new subject, which is the result of a high level of integration, is not found in any of the previous curricula. It is composed of a synthesis of subjects and is unique.

It became clear that integration is considered to be the most important and significant innovative teaching approach today. It is much more superior than other pedagogical innovations for its experimental expression, the depth of the creative idea and the dialectic of historical development. The concept of integration is complex. It must be studied more precisely and in detail. Just as the existence of subjects leads to the need for integration, the development of integration can lead to the convergence of subjects in the future.

Based on the results of observation and experiment, it was clarified that teachers' understanding of the content and form of integration is incomplete, and that the application is often spontaneous. It was noted that teachers had difficulty in coordinating different content and could not come to an agreement.

During the study of the problem mentioned in chapter I, aspects of the problem of integration of educational content, the current state of formation of students' knowledge, skills and competencies in the teaching of literature and the scientific basis for improving work in this area were researched. Based on the analysis of the scientific literature, different approaches to defining the concept of "integration" were explained. The concepts of "integrative approach", "integration process" applied to the content of education and other concepts important for the educational process were clarified.

Researchers' views on the problems of interdisciplinary and interdisciplinary integration were explained, the advantages and disadvantages of these concepts were shown. The scientific-theoretical bases of the process of interdisciplinary and interdisciplinary integration were defined, the implementation of multilateral relations between subjects, the basis for the formation of unity in the content of education were substantiated, the didactic functions of integration were revealed. The developmental nature of interdisciplinary and specialized integration has formed the basis for the creation of a model for the formation of creative abilities of students at the level of integrated secondary education in an integrated learning environment.

The study of pedagogical literature has shown the existence of various didactic functions, possible levels of integration and their characteristics,

methods of constructing integrated content. Based on the established patterns of integrated learning, a system of various types of integrated lessons aimed at activating the creative activity of students has been developed.

The wide possibilities of integrated learning for the formation of knowledge, skills and competencies of students of X–XI grades in the literature were studied. It becomes clear that that integrated learning allows to study the studied theoretical issues in depth in terms of different subjects.

It was concluded that integrated learning helps to develop students' skills and creative thinking and the formation of their characteristics. Integrated education ensures the development of civilized personality, forms a moral and ethical attitude to nature and society, and contributes to the humanization of general education, allows the formation of knowledge, skills and competencies of students of X–XI grades.

Defining the tasks of the study, the main didactic conditions necessary for the activation of students' creative activity were created: 1) implementation of an integrative approach in teaching; 2) use of teaching methods that stimulate students' cognitive activity in lessons; 3) application of integrated system; 4) to ensure the technological strengthening of the process of organizing training aimed at the development of creative and critical thinking of students.

During the solution of the research tasks, a model of activating the creative activity of X–XI grade students in the conditions of integrated learning was created. The study led to the conclusion that integration is one of the most important areas of modern education.

The work in the direction of our research can be successfully developed if:

- the essence, main purpose and efficiency of integration is clearly understood by the pedagogical staff of schools, including teachers of the Azerbaijani language and literature;
- the opportunities of taking into account the use of integration in the literature textbooks of X–XI grades are correctly identified;
- opportunities and ways of taking into account the forms and methods of integration, application features in teaching literature are always in the center of attention;
- the teachers of the Azerbaijani language and literature start to implement integrative lessons on a regular basis.

In the descriptive experiment, students were given a test task consisting of 5 questions to determine their ability to coordinate tasks, and based on this task, their integrative knowledge was analyzed. Based on the results of the experiment, it was determined that students do the tasks spontaneously.

## **RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ**

1) Theoretical analysis and research. In order to clarify the level of research of the problem, the possibilities of the existing scientific-pedagogical and methodical literature were studied, the observed lessons, the effectiveness of the methodology offered to students in the Azerbaijani language and literature lessons were studied and analyzed, generalized and relevant conclusions were drawn.

2) Pedagogical observation.

3) Questionnaire.

4) Study of documents. Perspective and current plans, curricula and programs were studied.

5) Pedagogical experiment.

6) Mathematical and statistical methods. The results of the survey and the experiment were grouped and summarized. Statistical methods allowed to evaluate the results of the experiment, check the reliability, and make theoretical generalizations.

## **RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ**

The following conclusions have been drawn from the research on the use of integration in teaching literature in X–XI grades:

1. The idea of integrated learning is an objective, dialectical developmental process. There are different approaches to the use of integration in the teaching process:

a) Combining different medium-sized knowledge in the teaching process in order to form a unified worldview in students;

b) qualitative leap resulted in development, ie the principle of centralized integration of the content of all existing programs;

c) The development trend of integration through the creation of modular educational programs, "integrated days" is widespread.

2. Recently, research in the field of pedagogy in Azerbaijan has focused on the issue of integrated learning. Although some articles have been written on the use of integration in teaching literature, there is still a great need for systematic research. At the present stage, the conceptual foundations of integration have been formed. The development of integrated teaching of literature necessitates the constant clarification of existing pedagogical concepts.

3. In order to form an integrated learning theory from the literature, there is an objective need for the analysis and systematization of existing knowledge in this field. The use of integration in the process of teaching literature is



selective: retail theoretical provisions have not been generalized and systematized before us, the conceptual and terminological apparatus have poorly been developed, and there have been many contradictory approaches. All this shows that there is a need for the establishment of forming methodological bases of integrated training from the literature

4. The study of the experience of conducting integration in teaching literature showed that integrated lessons are conducted mainly by experienced teachers. These types of classes are often held as “open lessons”. In most cases, they are generalizing. The planning of these lessons is mostly done arbitrarily. In some rural schools, integrated literature lessons are rare and unsystematic. Some teachers do not need these lessons. However, those who complete secondary education have a positive attitude towards integrated lessons and look forward to them. Teachers who understand the value of these lessons are looking for a simple and effective system for conducting these lessons. Teachers face certain difficulties in preparing and conducting integrated lessons.

5. Factors that reduce the effectiveness of integration in teaching literature have been identified: insufficient accuracy of content integration in programs (curricula) and difficulty of their coordination for the purpose of integration; the subject of the integrated lesson is not further developed in later lessons.

6. The hypothesis put forward in the study was confirmed: the use of integration in literature lessons has increased the effectiveness of teaching, as it is based on the proposed methodological system.

7. Those who obeyed the conditions we set for the use of integration in the teaching process of literature, achieved an increase in the quality of training: the application of the developed methodology allowed to improve the academic performance of students; increased the interest of students in the subject of literature, because the subject of Azerbaijani history has an important role in the formation of knowledge and skills of this subject. Integration has led to a deeper understanding of historical processes in the study of the course of literary history; the use of integration has reduced the teaching load of students by reducing the number of hours allocated to the program; free hours were used for in-depth study of the most complex topics.

8. Methodology of integrated lesson covering three main stages was developed in literature: Stage I – preparation (planning, formation of creative group, definition of general idea and structure of lesson, selection and systematization of material, preparation of syllabus); Stage II – execution (organization of integrated lesson); Stage III – critical-analytical analysis (lesson analysis, results).

9. Integrated lessons lead to the formation of a single teaching module.

10. Teachers are able to define an independent learning strategy after being informed about the types, forms and models of integration.

11. Literature lessons with the application of integration in X–XI grades have a positive effect on students' mastery of epic, lyrical and dramatic works.

### **CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ**

The following suggestions can be made regarding the results of the study:

1. Since the subject of literature is a national and secular subject, teaching literature in X–XI grades should be carried out at a high level, it should be used as a propaganda weapon.

2. Taking into account the sharp changes in children during adolescence, teachers should be extremely careful when organizing learning activities, and students should not be provided with unnecessary, tedious sets of information as an integration.

3. Literature teachers in grades X–XI should see and take into account the educational, developmental and pedagogical opportunities for students of both topics included in the curriculum and independently selected.

4. For the successful implementation of the process, teachers must take part in courses related to the application of integration.

5. Taking into account the age characteristics of students, it is expedient to conduct integrative lessons using interactive teaching methods.

**Prospects for further research in this direction.** The following principles have been identified for the use of integration in the process of teaching literature: the principle of historiography (the integrated period should cover all subjects, their study include in the historical sequence of the origin and development of the subject); the principle of synchrony in the study of integrated material (topics should be taught in parallel); the principle of preserving the subject of literature and harmonizing it with another integrated subject (integrated parts should be equal, one part should not be allowed to dominate another).

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## ІНТЕГРАТИВНЕ НАВЧАННЯ ЯК ПЕДАГОГІЧНИЙ ПРИНЦИП

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**Анотація.** Тематика статті є актуальною з огляду на проведення фундаментальних реформ у нашій системі освіти, особливої уваги цьому питанню в нормативно-правових документах, узагальнення передового досвіду шкільної практики, відсутність ґрунтовних досліджень у цій сфері в країні. Ми можемо резюмувати ці питання так: система освіти зараз переживає стрімкий розвиток завдяки

широкомасштабним відносинам. Секуляризація та модернізація зумовлюють необхідність вдосконалення системи освіти. Основна мета реформ – збереження націоналізму при глобалізації системи освіти. З освітнього законодавства зрозуміло, що хоча головною метою є побудова освіти за високими стандартами, створення досконалої системи освіти, все це базується на національних цінностях, що забезпечує легке сприйняття вчителями та учнями. Ми будуємо свою освіту відповідно до нашої історії, цінностей, традицій, використовуючи світову систему освіти та вносячи правильні корективи. Другий пункт Закону Азербайджанської Республіки «Про освіту» визначає принципи державної політики в галузі освіти: «АР проводить політику створення системи безперервної освіти. Державна політика в галузі освіти базується на таких принципах: з правової точки зору кожен має можливість здобути освіту в межах державного стандарту; створювати рівні умови для реалізації всіх знань, умінь і талантів; демократизація освіти та державно-громадський характер; підвищення самостійності навчальних закладів; гуманізація освіти; загальнолюдські цінності, життя і здоров'я людини, пріоритет вільного розвитку особистості; гуманізація освіти; зміцнення бази національної освіти; індивідуалізація та диференціація навчання; інтеграція змісту освіти” [1]. Звертаючи увагу на принципи, можна спостерігати особливий акцент на факторі інтегрованості змісту освіти як принципі. Стає зрозумілим, що в результаті інтеграції змісту освіти воно може мати науковий і світський характер.

**Ключові слова:** роль; предмет; урок; навчання; планувати; контактний; інтегрований.

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