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**POSSIBILITIES OF USING OF INTEGRATION APPROACH:
PEDAGOGICAL SUPPORT OF STUDENTS**

The article considers the problem of using of integrative approach in education. The attention is focused on its using in different parts of educational process. Specific examples of practical using of the integration approach are presented. Education of talented and gifted students requires pedagogical support: the specific conditions require the development of pedagogical support of their abilities. New approaches to teaching science, which led to the selection of topics of this article are described. Gifted personalities differ from their peers by same criterias, but the social aspect of the problem remains in the shadow. The problem of finding and nurturing talents is considered. The practicability of folk art crafts, as a means of developing skills and creativity of students use is substantiated.

Key words: integrative approach, integration of knowledge, gifted students, pedagogical support, art crafts

In the world system of education at current stage some global trends have separated. Particularly, attention on educational and organizational events, directed to meet the varied interests, on development of abilities of the individual, that determined the increased interest to gifted young people, increased. Education of talented and gifted students requires pedagogical support, and creating of conditions for the gifted children and youth is included into the priority directions of education. It provides a comprehensive development, harmonization and wholeness of the individual, the development of abilities and talents, enrichment of intellectual capacity of the people, based on this ground.

In the development of science till the beginning of the XIX century the trends of integration and differentiation of scientific knowledge were clearly determined. At that time many scientists opposed these processes to each other trying to find the dominant one among them, developed various concepts of science perspectives development. The tendency for the coordination of knowledge constantly increased especially with increasing quantity of scientific inventions. This prompted not only to prove the unity of the world, nature and scientific knowledge but also to seek the effective ways of integration of knowledge accumulated by scientists in different countries and at different times.

We are convinced that the problem of integration in education should be solved not only on the empirical level but to be based on profound theoretical-methodological and philosophical basis. Many years of the authors experience, are shown in their publications in this area: method of integrated micromodules (N. Boshko, 2010), structuring the content of integrative foreign language textbook (I. Klyuchkovska, 2006), integrated content of technical disciplines (M. Kostiuchenko, 2008), integrating content of humanitarian and natural sciences in Pedagogy (I. Pastyrska, 2011) etc.

The purpose of the article is attempt of using of integrative approach in different parts of educational process and as pedagogical support of students by means of art craft

At present an increasingly important aspect of scientific progress is the integration trends causing the formation of science as a single, holistic organism. The integration of research activities is based on objective implementation of integration processes in science including both general scientific and organizational aspects of the activity. The development of science must be accompanied by integration and growth of order that ensures the formation of science as an integrated harmonic system. Integration processes extend all the characteristics of science - scientific activity, scientific knowledge, the social function of science. The interaction of sciences along with their differentiation and integration acts as a regularity of scientific knowledge development and is realized in the form of individual sciences, the impact of one science on another, the interaction of sciences basing on technical

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means of cognition. In conditions of the university unity of teaching and scientific activities of education is considered in the context of the principle of complement.

Integration of merely subject knowledge leads to the adding of the knowledge (according to the principle of localization), in this case we simply summarize the information. Actually such approach is not integrative in nature and leads to overload of content of training with secondary and outdated information. Consequently, there is an urgent need to archive and to minimize the unnecessary information. However, the integration of problematic knowledge generates new knowledge (according to the superposition principle): elements of problematic knowledge with each other are enriched and complemented.

The formation of worldview attitudes of endowed personalities are investigated in the psycho-pedagogical field of sciences, the methods of detecting and support of gifted young people with different kinds of giftedness are developed. However, the overwhelming majority of these developments is related to purely psychological research and needs a logical continuation, development and specification of educational research.

The work with talented young people, genius psychology, the concept of creativity, development of creative personality and others were studied in psychological and pedagogical literature. In absolute importance of these studies the degree of development of the problem of pedagogical work with gifted students from mountainous areas, requires its content and form substantiation and considering of new approaches to teaching science, which led to the selection of topics of this article.

Charming beauty of nature, history of Carpathian tourist region provides possibility to develop its own art. Clothing, embroidery, ornament, maintenance and compliance of national traditions of ancestors – all these things are the proof of the great love to national art [10]. In general development of Carpathian region culture, the folk arts take a great place.

At the same time, the specific conditions, in which Carpathian students live, require the development of pedagogical support of their abilities. We believe that involvement of students to ancient crafts and trades, making them interested in antiquity art works and encouragement of their desire to join to creation of it are one of the most effective means.

The purpose is to identify possible educational support of gifted students from vocational schools, living in the mountainous areas of the Carpathians and to substantiate the suitability of using folk crafts as a means of their creative potential development. Gifted personalities differ from their peers by following criteria [9]: they are active and always try to work harder than others; they persistently pursue the established goal; they want to know as much as possible about the selected item and need more information; they want to learn, to know a lot, to achieve success; they show better abilities of persistent work than others; they independently work on literature and background materials; they may be critical towards the environment; they tend to penetrate into the essence of phenomena, they are not content with superficial explanations, even if for their peers they seem quite sufficient; they ask many questions and they are interested in satisfactory answer; the classes at school can be interesting for them only when teachers use problem situations (their peers prefer to study well formulated and quite clear material); gifted children reveal connections between events and their causes better than their peers, they can detect general things in objects, manipulate logical operations, organize, classify etc.

Historically compiled form of art has never been isolated barriers: at different levels (eg, master and staff, traditional and new forms) they can intermingle [3]. The defining features arts and crafts and trades at all stages of development are: the collective nature of creativity in the ever increasing role in her talented master creator reflection outlook, aesthetic preferences of a certain community, while respecting the traditions are very selective, collectively approved the introduction of innovations rukotvornist as a base technology work.

Students of vocational-technical schools are generally considered not very talented. A lot of people believed and believe that children who cannot afford to study at universities

or schools for gifted children gets into vocational-technical schools . However, in each child there is a sacred flame, and some talent. But ... Firstly, giftedness for anything - true and false – is often very difficult to recognize. Secondly, the talent has a much greater range, much more shades than it is generally thought. Thirdly, often children (and more often their parents) persistently try to develop wrong sides of giftedness that are set by nature, and those, which in present society and at the current stage of human development are considered to be of prestige. And the question about the cost of such fighting - moral or financial - is often not raised. In most cases, that struggle succeeds and crippled person goes into life. She or he might have a quite decent life of middle-leveled musician or poet, but inside her or him there always is a suppressed and trodden talented blacksmith with gifted hands or endowed seamstress who could create artistic masterpieces of clothes.

Of course, there are lots of ways to find giftedness and talent. Many sciences claim to study and research talent, its description, its development. The social aspect of the problem remains in the shadow: not to be ashamed of your talent and not to compare it with cliches. First of all, talent is the gift of complete self expression of the person, it is a deep interest and love to his work, it is a complete absence of invasion for what is not yours. There is no matter how attractive it is outside. There is a deeper meaning in the term 'genius' – it is a gift, that God gave a child and everybody, without exception, has such gift.

And goals of educators and psychologists have to be slightly different as is common. Sure, a good teacher of any subject cannot, in fact, compete with a student who is gifted in this area. Teacher's mission is fulfilled if a child recognizes his own talent and teacher gives him a chance to develop it. At all times it was known that there are just two things needed to add to talent: work and wise mentor. Vocational school is no worse than the Small Academy of Sciences. This is just another area of giftedness expression.

Crafts in the Carpathians have a long history. Widespread Carpathian crafts include: embroidery, artistic textiles producing, carpet manufacture, carving (artistic woodworking in general), pottery, metalworking, fabric painting, knitting, lace, artistic weaving, artistic working of leather, stones, bones and horns. They did not appear at the same time, and their significance in the trades system is different too. Embroidery is a fascinating phenomenon of Ukrainian art. Date of its origin gets back to ancient times. Hutsul embroidery is abundant with differences of local kinds. Carpetworking is an integral part of the Carpathian people culture. Metal products of craftsmen from the Eastern Carpathians distinguished with art features. Down the ages leather was used in everyday life of Carpathian people (primarily, for the manufacture of shoes). In the XIX century (particularly in the second half of it), producing of tobivkas (kind of bag), purses, cases, kyp tars (sleeveless jackets), postoly (bast shoes) with metallic decorations became very popular in Hutsul region. Such kinds of folk art and craft are existing and developing even nowadays. Their main centers still remain in the Carpathian region. In Carpathian and Prykrpattya regions there is a number of vocational schools of art direction. Basically they are colleges, which graduate woodworking craftsmen. Teachers and, first of all, masters of manufacturing training play an important role in gifted students' development. They have not only identify gifted student, but also to support his inclination to creative work on time.

Nowadays, some detachment of mountainous regions has significantly reduced due to new means of communication, including the Internet. But the possibilities of colleges in mountainous regions still cannot reach the level of the colleges in capital. However, these features vary significantly depending on the specialization of students training.

During the execution of creative work in class industrial training necessary for students to comply with the rules of relationships form and decoration in various ways: a) decorative motif obeys the functional form, enriching it artistic and creative solutions; b) utilitarian function obeys the decorative motif Products (Decorations, complexity of product design creates difficulties in practice using them); c) the form of the product can be extremely decorative; d) artistic and creative product solutions focused on practical value and decorative

value of the product (eg wooden candlesticks, decorated with various sculptures, ornaments, etc.) [4]. In this regard, an important industrial training in the future masters of folk art crafts is the principle of unity of content and form of products of folk art.

Important role in learning the secrets of artistic decorative folk art plays as a special form of objects, ornaments, scene images, expressed pictorial, graphic and plastic products. In addition, it is important to teach students proper rhythmic building ornament. Masters of apprenticeship should give students first simple tasks such as performing an ornamental band with the same repeating element ornament, and then alternating patterns of different shape and color elements, using different motifs (geometric, floral, etc.).

Finally, we would like to conclude, that, in our opinion, pedagogical support of gifted students from art colleges in the Carpathian region has extremely wide range of opportunities. Firstly, it is teachers focusing on the importance and the prospects of art craft jobs and encouraging students towards the development of not only the specialty, but also in its artistic development. Secondly, different hobby groups, professional skills competitions and fairs have great importance in mountainous regions, in particular. Thirdly, we have to guide students towards the revival of some forgotten folk crafts. Fourthly, it is appropriate to expand the list of occupations in vocational schools of artistic specialization by reviving crafts of folk wooden toys, weaving and knitting, etc. Fifthly, in learning and extracurricular activities teachers can point out the most talented students and support them in several ways: to direct them to the higher art education; to promote them to the opening of their own local centers of national art crafts; to organize their interaction with folk artists and getting additional education in the chosen kind of crafts.

We believe, that, first of all, it should be the following professions: civil engineering and decoration of homes in the mountain regions; various methods of woodworking; carpentry; joinery; table cooperage; spoon making; pottery; weaving; carpet weaving; embroidery; making folk toys of different materials etc. The problem of finding and nurturing talents is important for everyone who may take a little thought about the prospect of human development. As it is known, at the gene level person has some inherent inclinations that later we might call 'talent'. The challenge is to identify these inclinations as soon as possible.

There are other possibilities of educative integration laws and their consequences using. This integration of various models of teaching and scientific activities of the University and methodological and general scientific approaches to teaching and research activities and activities of subdivisions and scientific structures of the university, a variety of methods and forms of learning etc. Special attention should be paid to the study of integration of scientific concepts and artistic images in the learning and scientific activity.

Another important direction is the integration of learning courses, creation of metasubjects as well as integration of general educational, general and scientific and vocational components in teaching and scientific activities.

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ВОЗМОЖНОСТИ ИСПОЛЬЗОВАНИЯ ИНТЕГРАТИВНОГО ПОДХОДА: ПЕДАГОГИЧЕСКАЯ ПОДДЕРЖКА ОДАРЕННЫХ УЧАЩИХСЯ

В статье рассматривается проблема использования интегративного подхода в образовании. Акцентируется внимание на его использование в конкретных ситуациях учебно-воспитательного процесса. Изложены конкретные примеры практического использования интегративного подхода. Показано, что образование одаренных учащихся требует педагогической поддержки в зависимости от конкретных условий. Новые подходы к преподаванию привели к выбору методик, изложенных в настоящей статье: одаренные личности отличаются от своих сверстников по ряду критериев, причем социальный аспект проблемы остается малоизученным. В задаче воспитания талантов считаем целесообразным использование народных художественных промыслов как средства развития навыков и творчества учащихся.

Ключевые слова: интегративный подход, интеграции знаний, одаренные студенты, педагогическая поддержка, художественные промыслы.

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МОЖЛИВОСТІ ВИКОРИСТАННЯ ІНТЕГРАТИВНОГО ПІДХОДУ: ПЕДАГОГІЧНА ПІДТРИМКА ОБДАРОВАНИХ УЧНІВ

У статті розглядається проблема інтегративного підходу в освіті та акцентується увага на використанні його різних аспектів у навчально-виховному процесі. Освіта талановитих і обдарованих студентів вимагає педагогічної підтримки. Зокрема, особливі умови, в яких проживають учні Карпатського регіону вимагають розроблення засобів педагогічної підтримки їх здібностей. Певна відособленість гірських районів нині суттєво знизилась за рахунок нових засобів зв'язку, зокрема Інтернету, однак можливості училищ гірських регіонів все-таки не можуть досягти рівня столичного училища. Але, ці можливості суттєво змінюються залежно від профілю підготовки учнів. Обґрунтовано, що інтегративна педагогічна підтримка обдарованих учнів училищ художнього профілю в регіоні Карпат має надзвичайно широкі можливості: акцентування уваги педагогами на значущості та перспективності професій художніх промислів; спрямування учнів на відродження окремих забутих народних художніх промислів; розширення переліку професій у професійно-технічних навчальних закладах художнього профілю, відродивши промисли народної дерев'яної іграшки, плетіння та вязання тощо; в процесі навчання та позанавчальної діяльності педагоги можуть виокремити найбільш талановитих учнів та підтримати їх у декількох напрямках: спрямування на навчання у художніх вищих навчальних закладах, заохочення до відкриття власних осередків народних художніх промислів за місцем проживання, спілкування з народними майстрами та отримання додаткової освіти у вибраному виді промислів.

Ключові слова: інтегративний підхід, інтеграція знань, обдаровані учні, педагогічна підтримка, художні промисли.