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DIDACTIC FOUNDATIONS OF INTER-MEDIA RELATIONS IN THE TRAINING OF UNIVERSITY STUDENTS

Abstract: In modern conditions, the solution of the problems of social progress is impossible without the further development of the education system in general and higher education in particular. Social progress depends primarily on the development of material production, science and the educational system. Here, integration processes that are interconnected and interdependent began to play a particularly important role.

Key words: social progress, education system, general and higher education, science and the educational system, integration processes.

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Introduction

Without understanding the essence of the processes leading to the integration of sciences and the synthesis of scientific knowledge, one cannot approach the solution of many problems of instruction. Their analysis indicates that modern science, mathematics, and technology are a variety of differentiated and integrated sciences that are in interaction with each other and, thanks to this, penetrate deeper into the knowledge of the world, and are more effectively used to meet human needs. Today, most major scientific discoveries are made at the junction of various sciences. In pedagogical education, the lack of wide knowledge from various fields of science and technology gives rise to narrow specialists who are not genuine professionals.

II. Literature review

However, all researchers agree that ensuring the integrity of education, fundamentality, its polytechnic and environmental focus, and much more is possible without the use of intersubject and continuity connections in the learning process. So, for example, the knowledge of the laws of I. Newton, formed in the school course of physics, polytechnic in nature, becomes such as P.R. Atutov, M.H. Skatkin, P.I. Stavsky, only when it is transferred to the objects of

engineering and technology. The same knowledge, transferred to other objects, can acquire a different orientation, contributes to the solution of other pedagogical problems. For example, as shown by E.D. Novozhilov and L.S. Khizhnyakova, physical knowledge transferred to subjects of study of methodological disciplines, becomes professional in training not only future teachers of physics, but also technology. It can be concluded that the knowledge formed in the subject-oriented disciplines becomes professional only in the process of their transfer to the discipline of methodological training and the practical activities of the future teacher. Without such a transfer, without application to school practice, knowledge of physics, chemistry, mathematics, etc. are not yet professional for the future teacher, but represent only their propaedeutics.

III. Analysis

The integration of academic disciplines and the synthesis of scientific knowledge based on interdisciplinary connections have an objective basis: the material unity of the world and the integrity of the human person. Therefore, the trend towards further integration of academic disciplines in the future will intensify. Integration is understood by us as the establishment and study of the laws and methods

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common to various sciences while maintaining the independence of educational disciplines. Achieving such goals of teacher education as the holistic development of the individual, strengthening the fundamental, polytechnical to realize the goals set by the reform of general and vocational education. One of the reasons for this situation is the insufficient scientific substantiation of the concept and content of the reform, in particular, the lack of development of a system of didactic foundations of intersubject communications for different cycles of educational subjects. The problem of intersubject communications of natural science and technical disciplines has been repeatedly considered by many researchers in accordance with existing conditions and requirements. However, at present it is once again gaining particular relevance. This is due to the fact that natural science, engineering and technology are developing so rapidly, exerting a strong influence on all aspects of society, that it is impossible not to take it into account when designing the educational content of future teachers, not only science, technology, but also other specializations. For example, computing, copying, audio and video equipment have been so widely introduced into educational and scientific practice that the teacher must not only have a good knowledge of the technology for using it, but also know the physical principles of its work and the methodology for its use in the educational process. There is a natural need for the interconnection of technical, natural science and pedagogical knowledge in the professional training of a future teacher. In pedagogical science, including in didactics, the problem of the integrity of education is of interest to almost all specialists; they are solved by different methods, depending on the scientist's affiliation with a particular scientific school.

IV. Discussion

However, the conditions, forms, mechanisms and means of such a transfer have not yet been studied, i.e. didactic foundations of intersubject communications. In practical training of future teachers, intersubject communications are often established without any system, without realizing that transferring knowledge, skills and abilities from the discipline where they were formed to another can produce a result that differs from the intended. However, it is assumed that intersubject communications can be an effective means of compensating for the shortcomings of the subject system of education. In the subject system of training, the artificial division of a single scientific knowledge

of the world around us leads to the formation of highly specialized, differentiated thinking. Awareness of this fact by all teachers of pedagogical universities is not finished at present. This situation is due to the fact that the subject system of education did not arise spontaneously, it was a product of the historically established differentiation of sciences, which began in the 16th century. In contrast to the differentiation of scientific knowledge, each academic subject in its content, structure and construction logic introduces not only the basics of the science of the same name, but also a number of related sciences. As practice has shown, such partial integration was not enough. At the same time, following the logic of enhancing the integration of scientific knowledge within the framework of one academic subject, quite numerous attempts have been made to create integrated courses, including several previously independent disciplines, for example, the course "Natural Science and Technology". None of these courses have received recognition from leading didacts and practitioners. In our opinion, this path, at least at this stage in the development of the theory of instruction, is dead-end for obvious reasons: the lack of an appropriate concept, textbooks, material base, • the need to break down the entire system of subject-based instruction, etc. The main thing is that it is impossible to train specialists of such a wide profile without reducing the quality of their professional training. Developing the didactic foundations of intersubject communications between the natural sciences and technical disciplines, as an alternative to integration within the framework of one academic subject, we sought to strengthen the subject training system, eliminating its shortcomings if possible.

V. Conclusion

By didactic fundamentals of intersubject communications of natural science and technical disciplines in teacher training, we understand: firstly, the laws of the relationship between knowledge and skills arising from the learning activities of transferring them from one discipline to another, and secondly, a system of methods and means of synthesis new knowledge as a result of the establishment of intersubject communications, thirdly, the conditions for the formation of intersubject knowledge systems and skills of the future teacher. For the first time we consider intersubject communications not only as a form, method and means of forming students' knowledge and skills, but also as a methodology for the integrity of the process of training and education.

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