

INTEGRATIVE PROCESSES IN SCIENCE AND EDUCATION IN THE CONTEXT OF DEMARCATION OF KNOWLEDGE

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The concept of demarcation is interpreted today differently. Nowadays it is understood not in the sense of a rigid boundary, which preserves science from external influence and erosion of its specifics, but as a condition for the possibility of communicative interaction between different academic disciplines. In the same perspective, the possibility of integrating scientific knowledge is explored.

The problem of demarcation of scientific knowledge was one of the key questions throughout the history of the development of methodological consciousness of science. Many discussions were held on this issue, but they did not give the desired result, because it was not possible to clearly answer the question of where the boundary between scientific disciplines lies. For modern science, not only the partial relativity of the concept of demarcation is characterized, but also the real mutual penetration of specific disciplines.

Only in the context of post-non-classical science philosophers of science could seriously raise the question of the synthesis of scientific knowledge. It is explained, on the one hand, by the fact that humanity opens up extraordinary opportunities for social, economic and spiritual advancement, and on the other hand, by the fact that today we are witnessing a reappraisal of many values of humanism. Man

for the first time in history faced the threat of self-destruction. Not the least role in this process was played by science [1].

Despite the rather complex and ambiguous relationship between science and other social institutions, today we are talking about the inevitability of dialogue between them, because the nature of their influence on man, culture, society is diverse, but not mutually acceptable.

Science, religion, morals and art have always been the foundation of civilization transformations. They not only influence the formation of the worldview, but are in constant interconnection. Those problems that are trying to be solved by science, tangent to public morality, religion, artistic creativity.

Philosophical and methodological research of integration processes not only within the framework of science, but also education allows to conclude that these trends form a qualitatively new understanding of the processes of research and education. The value of knowledge lies in the fact that it is potentially able to enter in its transformed form into science, contributing to its further development and overcoming of dogmatic, a priori, metaphysical ideas.

Such changes in the scientific worldview will definitely affect the educational process. It is obvious that the future of integrating learning involves new methods and approaches in providing educational services. The theory of integration of knowledge is processed at the philosophical, conceptual level and has an outlet in the practice of learning.

What is integrative education? There are many approaches and programs that try to answer this question. To summarize, it can be concluded that integrative education is the ability to combine the knowledge gained in various fields of study, to combine classroom knowledge and practical experience, to strengthen the acquired knowledge in the process of studying at schools, colleges, and universities through its use in real situations outside the educational institution [2].

In order to achieve this goal, integrative learning, that is, a set of strategies, forms and methods of activity, it needs to combine discipline and practical experience.

It is evident that integrative learning also involves in-depth analysis, testing of various methods and practices, testing and implementation of advanced technologies in the fields of education and science. Integrative Learning comes in many varieties: connecting skills and knowledge from multiple sources and experiences; applying skills and practices in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually [3].

Reference

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3. Scott, D. K. (2002). *General Education for an Integrative Age*. *Higher Education Policy*, 15(1), 7-18.