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Iryna Sergiivna Nechitailo,

Doctor of Sociological Sciences, Associate Professor,
Professor of the department of UNESCO and social protection,
State Biotechnological University
ORCID ID 0000-0002-0656-0370

**INTERDISCIPLINARY AS A BASIC PRINCIPLE OF
ORGANIZATION OF THE EDUCATIONAL PROCESS IN A MODERN
HIGHER EDUCATION INSTITUTION**

Ірина Сергіївна Нечитайло,

доктор соціологічних наук, доцент,
професор кафедри ЮНЕСКО та соціального захисту
Державного біотехнологічного університету
ORCID ID 0000-0002-0656-0370

**МІЖДИСЦИПЛІНАРНІСТЬ ЯК БАЗОВИЙ ПРИНЦИП
ОРГАНІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ В СУЧАСНОМУ ЗАКЛАДІ
ВИЩОЇ ОСВІТИ**

Ирина Сергеевна Нечитайло,

доктор социологических наук, доцент,
профессор кафедры ЮНЕСКО и социальной защиты
Государственного биотехнологического университета
ORCID ID 0000-0002-0656-0370

**МЕЖДИСЦИПЛИНАРНОСТЬ КАК БАЗОВОЙ ПРИНЦИП
ОРГАНИЗАЦИИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В
СОВРЕМЕННОМ УЧРЕЖДЕНИИ ВЫСШЕГО ОБРАЗОВАНИЯ**

Abstract. The article is devoted to the issues of ensuring the interdisciplinarity of the educational process in a modern higher education institution. The purpose of the article is to determine the prospects for the practical

implementation of interdisciplinarity as the basic principle of organizing the educational process in a modern university. The author gives an interpretation of the concept of "interdisciplinarity", reveals the role of interdisciplinarity in the formation of professional competencies of students, outlines the prospects for the practical implementation of an interdisciplinary approach in modern higher education, based on the experience of foreign countries.

Key words: competence-based approach, interdisciplinarity, education, educational process, higher education institution.

Анотація. Статтю присвячено питанням забезпечення міждисциплінарності освітнього процесу в сучасному закладі вищої освіти. Мета статті полягає у визначенні перспектив практичного втілення міждисциплінарності як базового принципу організації освітнього процесу в сучасному університеті. Автор дає інтерпретацію поняття «міждисциплінарність», розкриває роль міждисциплінарності у формуванні професійних компетентностей студентів, окреслює перспективи практичної реалізації міждисциплінарного досвіду.

Ключові слова: компетентнісний підхід, міждисциплінарність, освіта, освітній процес, заклад вищої освіти.

Аннотация. Статья посвящена вопросам обеспечения междисциплинарности образовательного процесса в современном учреждении высшего образования. Цель статьи заключается в определении перспектив практического воплощения междисциплинарности как базового принципа организации образовательного процесса в современном университете. Автор дает интерпретацию понятия «междисциплинарность», раскрывает роль междисциплинарности в формировании профессиональных компетентностей студентов, очерчивает перспективы практической реализации междисциплинарного подхода в современном высшем образовании, основываясь на опыте зарубежных стран.

Ключевые слова: компетентностный подход, междисциплинарность, образование, образовательный процесс, учреждение высшего образования.

The issue of interdisciplinarity in the educational process is widely discussed in modern scientific discourse. It should be noted that this issue is relevant not only for domestic but also for many foreign universities around the world, even those that occupy the first positions in world rankings [5; 6; 7; 8].

Among Ukrainian scientists such as V. Bakhrushin, N. Dyachok, I. Lysy, A. Kolot, I. Mashkina, O. Priyatelchuk, O. Stupnytsky, V. Tretko, A. Filipenko, I. Shkura, Y. Shulyk, L. Yakovenko and others have devoted their scientific works to the problem of interdisciplinarity.

Due to the fact that at the theoretical and methodological level the issues of interdisciplinarity are sufficiently elaborated, there is a problem of practical implementation of the interdisciplinary approach in the educational process of modern higher education institutions.

In connection with the above, the purpose of this article is to identify prospects for the practical implementation of interdisciplinarity as a basic principle of organization of the educational process in a modern university.

Interdisciplinarity is a combination of paradigms, methods, ideas, etc. of two or more sciences, branches, academic disciplines to perform certain educational and / or scientific tasks, which in essence can be both global and local. The global task involves, for example, the training of specialists in interdisciplinary educational (advisory-professional, educational-scientific) programs, namely those that are meaningfully built at the intersection of two or more specialties [2, p. 270]. Local tasks involve the implementation of the principles of interdisciplinarity in teaching, research and other practices of participants in the educational process – the implementation of research papers, research projects, student course and other projects, qualifying papers, etc. at the intersection of two or more academic disciplines [3, p. 100].

Thus, interdisciplinarity is characterized by the crossing of "traditional boundaries" between certain scientific schools and / or academic disciplines. An interdisciplinary approach is applied to complex subjects that can be understood only by combining the tools of two or more areas (spheres) of scientific knowledge.

Many of the problems that arise in modern society require an interdisciplinary approach to solving them. For example, problems related to public health, social inequality and discrimination, environmental situation and many others cannot be grasped by the internal resources of one science (specialty, discipline). The solution of these, as well as many other, even rather local problems, requires the intervention of specialists who know how to balance at the intersection of different sciences (specialties, disciplines) see the situation comprehensively and multifacetedly. Such specialists are needed by the modern labor market, which is characterized by extremely high dynamics, both as a whole and at the level of individual professions.

If we look at the situation from the standpoint of opportunities for young professionals, graduates of modern universities, entering the labor market, the most promising are those who in the process of studying received a set of competencies that allow employment not only in the specialty (for example, in an organization specializing in conducting sociological research), but also in related areas – PR, HR, GR, public administration and others.

By the way, the very task of applying a competency-based approach to the organization and implementation of the educational process in modern universities requires the inclusion in educational (educational-professional, educational-scientific) programs of such content that allows to obtain learning outcomes that meet the requirements of a highly dynamic labor market and provide flexibility for graduates' professional trajectories.

Thus, interdisciplinarity is not a "tribute to fashion" or a blind desire to "adapt" to European educational standards. It is an urgent need and a guarantee of

full implementation of the competency approach, the effectiveness of educational programs and the success of the modern university as a whole.

According to the British Academy, there are many ways to apply interdisciplinarity [5]. Thus, scientists can collaborate between disciplines to identify issues of common interest or invent new approaches to issues within each relevant discipline. As a rule, these can be disciplines that lie within one branch (field). For example, within the field of 05 "Social and Behavioral Sciences" economics (specialty 051) and political science (specialty 052) form the study of political economy. However, it should be noted that leading foreign universities practice a combination of very distant disciplines, such as philosophy and engineering, the mutual integration of which forms the philosophy of engineering, specializing in the study of ethics of engineering artificial intelligence, etc. [4, p. 120].

Interdisciplinarity in research means that an individual researcher can apply methods from other fields to problems that he or she is trying to solve in the field of his or her major. For example, sociology may use certain test methods (as basic tools of psychology) to collect data in studies involving young children who are unable to use standard questionnaires.

Interdisciplinarity in teaching involves the use of pedagogical methods, techniques and technologies that aim to draw logical connections between the content of different disciplines. For example, one of the methods may be the practice of conducting individual classes or teaching entire training modules by a team of professors who are representatives of different fields and / or specialties, who are able to work together and demonstrate a comprehensive approach to a particular issue (topic) of the course. By the way, special training of professors for such team work is practiced at Vorytsya International Academy of Higher Education (Great Britain) [5].

In addition to providing flexibility in the professional trajectories of graduates, interdisciplinarity in education also has a positive effect on their creative abilities (in the sense of creativity, the ability to transform objects of work

and the environment in general). An article published by the League of European Research Universities (LERU) states that interdisciplinarity is a powerful driver of scientific progress and innovation [7].

Research shows a correlation between the ability to think at the intersection of different disciplines and people's creative abilities. The most creative workers are those people who can make connections between different areas of activity. K. Robinson (modern English writer, public figure, advisor on the development of creative thinking in education and innovation, government and non-governmental organizations) notes that creativity depends on a person's ability to cross disciplinary boundaries. Such "creative thinkers" achieve the greatest success in business, politics, media, creative fields, engineering, research and many other fields of activity [7].

The key message of the universities that are part of the LERU is as follows: both discipline and interdisciplinarity are equally important for the development of science and education and the solution of unprecedented social problems. According to LERU leaders, educational institutions that manage to build a competent policy of discipline and interdisciplinarity, which will learn to use the potential of interdisciplinary research and interdisciplinary education, will have many benefits for themselves, their staff, students, graduates and society.

LERU also formulates recommendations on interdisciplinarity: on the basis of the university to organize platforms, physical and/or virtual coworking for meetings of representatives of different sciences, industries and specialties, their joint actions to solve certain problems; to adapt the practices of hiring and promotion of scientific and pedagogical workers, representatives of administrative and support staff, taking into account the available interdisciplinary knowledge and skills; to develop support from university departments (faculties and other) of interdisciplinary teaching practices. These recommendations can be applied by modern domestic free economic zones, which strive for development.

The structure of the modern university includes departments that unite representatives of different sciences and specialties, integrate their knowledge,

experience and efforts in the direction of solving joint educational and research tasks, the implementation of general departmental topics. This experience testifies to the ability and significant personnel, methodological and methodological potential of "integrated" departments in the implementation of interdisciplinary educational (educational, professional, educational and scientific) programs, which are an important tool for developing not only the university but also higher education in general. V. Bakhrushin, an academician of the Academy of Sciences of the Higher School of Ukraine and a well-known expert on education, notes [1].

Thus, the interdisciplinarity of educational and scientific activities and, in particular, the implementation and implementation of interdisciplinary educational programs is the key to the development and success of modern university, as it provides "flexibility" and ability to meet the challenges of modern labor market and society as a whole. favorably differ in their adaptability to different types of professional activities (not limited to the profession by specialty), developed critical thinking and significant creative potential.

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Юлія Валеріївна Новохацька,

здобувачка другого (магістерського) рівня вищої освіти,
спеціальності 014.03 Середня освіта (Історія)

Харківського національного педагогічного
університету імені Г.С.Сковороди

**ВІДНОВЛЕННЯ СИСТЕМИ ОХОРОНИ ЗДОРОВ'Я УРСР У
ПОВОЄННИЙ ПЕРІОД (1945 – 1953 РОКИ)**

Науковий керівник – кандидат історичних наук, доцент О.С.Гончарова

Юлия Валерьевна Новохацкая,

соискательница второго (магистерского) уровня высшего образования,
специальности 014.03 Среднее образование (История)

Харьковского национального педагогического
университета имени Г.С.Сковороды

**ВОССТАНОВЛЕНИЕ СИСТЕМЫ ЗДРАВООХРАНЕНИЯ УССР В
ПОСЛЕВОЕННЫЙ ПЕРИОД (1945 – 1953 ГОДА)**

Научный руководитель – кандидат исторических наук, доцент О.С.Гончарова

Yuliia Valeriivna Novokhatska,

applicant for the second (master's) level of higher education,
specialty 014.03 Secondary education (History)

H.S. Skovoroda Kharkiv National Pedagogical University

**RESTORATION OF THE HEALTH CARE SYSTEM OF THE USSR IN
THE POST-WAR PERIOD (1945-1953)**

Supervisor - Phd in History, Associate Professor O.S.Honcharova