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Some information about the integrative education

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Abstract

Integrative teaching is a teaching orientation in which teachers organize and instruct students to mobilize knowledge and skills in various fields to solve their learning and living tasks. Through which new knowledge and skills are formed to develop the necessary skills, especially ability to solve problems in learning and in real life. Depending on the scope of applied knowledge, in order to solve problems in different situations, there are various types of teaching integrating the contents of a subject. Relevant content in a subject requires the students to apply subject knowledge to solve problems; integrate the necessary educational content but not into a subject (such as environmental, energy, climate change, life skills, population, reproductive health, etc.). The content of each subject according to the characteristics of each subject, degree of integration in the subject matter, which contains the close-knit content of subjects, called interdisciplinary integration.

Keywords: integrative teaching, necessary skills, knowledge, educational content

Introduction

Integral theory is a philosophy (thought movement) proposed by Ken Wilber. Integral theory seeks the best synthesis of reality "pre-modern, present-modern, and posterior-postmodern." It is envisioned as a theory of all things and provides a way to combine many existing discrete patterns into a complex, interrelated network of approaches. Integrated theory has been applied by many theoretical practitioners in more than 35 different fields of expertise and scholarship. More importantly, integration is a process of human development and cognitive development in all areas of activity as they move towards their effectiveness. The integrated perspective allows people to recognize the key and organic relationships between elements in the system and in the process of operating in a certain field. The rational and meaningful exploitation of these relationships leads theoretical as well as practical activists to new developments, avoiding duplication that wastes time, money and manpower. In particular, this perspective leads people to develop a variety of activities, to create an environment that applies what they perceive to reality, thereby influencing and changing the reality. Integration, therefore, is a matter of human cognition and thought, a philosophy / principle that governs, directs, and decides the reality of human activity. The integration theory applied to education has become a popular teaching theory in the world today. The integration trend, also known as the association trend, is being implemented on many levels and levels in the development of educational programs. The program is built from an integrated perspective, firstly based on an educational perspective to develop learner competencies. The 21st Century International Conference, "Connecting Knowledge in a Learning World", with the participation of nearly 400 educators from 18 countries, was held from 6-8 December, 2000 in Manila (Philippines). One of the main topics discussed at this seminar is the pathways and ways of connecting knowledge-based systems to learners in the information age. Wanting to meet the need to connect the knowledge system in a learning world requires coupling thinking to be designed in the content, the means of research, and the teaching method. Thus, in the face of the need to resolve the learning conflicts of learning situations, learners are not just dealing with online or interpolation problems that can be solved by applying flexibly the ability to inter- Knowledge society.

Integration and learning

The common goal of learning is to understand the connection of all phenomena and things. Integration is the way in which links are sought, so integrating makes learning right. Thus, with the definition of learning as a way of finding connections and connecting knowledge,

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Clark affirmed the inevitable integration of true learning. In particular, exploratory exploration of students into meaningful learning, deep learning and deep learning are seen as essential with effective teaching and learning. And this exploration-seeking approach encourages students to go through a positive search process that will incorporate rather than widen the knowledge base. Many studies on the application of cognitive psychology to education have confirmed that the relationship between learned concepts is established to ensure that each student can efficiently mobilize his knowledge and abilities. His solution to the situation, and may face an unexpected difficulty, an unprecedented situation. As a result, students have the opportunity to develop transient skills, the ability to move. Vietnam is a poor country, after the galaxy, want to catch up with the galaxy, but the industry itself is spread out as it is now cannot be fired. We are not the country that produces the basic science inventions, so we should not hammer that but focus on applied science, practical effect, improve product value, edge value Paintings of Vietnamese goods.

Those who study basic science are very important; a country cannot be without such experts. But only little training, select the really good people, passionate and the state must compensate for training money. Avoiding the unqualified state is the C-block... The sectors that the market suffers from are the market that binds the training schools to the society in a cooperative way for the employer. This is the way of the advanced countries.

For example, the German technical training system, 70% of them are factory practice, 30% of the school and 70% of the tuition fees. Practitioners are paid and admitted to work if they do well. This approach is very effective because no school can match the technology and machinery companies. In today's industries in Vietnam, I find each medical industry to be practically linked with training because of the practice facilities of the hospital. All is a one-on-one training.

Another important point is enrollment; we need to return the right to enroll schools, so that schools themselves decide on the enrollment method. That is the only school to recruit graduation exam results, no general exam, cumbersome, expensive. Of course, there are good schools are very strict exam. In the old days, students had to take a rigorous university entrance exam, and because of their low tuition, there were only 70 to 80 schools with limited instruction, of course, to ensure fairness for everyone.

Establishing relationships according to a certain logic different knowledge, skills to perform a complex operation;

Select the information, knowledge and skills needed for students to carry out practical activities in the learning situations, daily life, making students integrate into the world of life; Make the learning process clear.

Schools do not prioritize the transfer of knowledge and information, but must build in students the ability to find, manage, and use knowledge to solve problems in meaningful situations.

Along with that, overcoming the habit of communicating and absorbing knowledge and discrete skills causes people to become "functional illiterates", meaning that they can be stuffed with much information but cannot be used.

Thus, integrated teaching is a way to reduce the load of knowledge is not really worth using, to have conditions to increase the load of useful knowledge.

To select the content that is included in the course curriculum, first of all it must answer the knowledge that is needed and can make students mobilize in meaningful situations.

The manifestation of competence is the use of content and skills in a meaningful situation, not in the dissipation of discrete knowledge.

Integrated education program

According to Drake and Burns (2004), defining an integrated program has been the subject of debate since the twentieth century began. Over the past hundred years, theorists have come up with three basic types of integrated operations. These types of integrators are set up identically although their names are often different. Integration seems to be a matter of method and level.

Firstly, because all things, phenomena in nature and society are more or less related to each other. Many things, phenomena have similarities and the same source... To recognize and solve those things, the phenomenon needs to mobilize the sum of knowledge and skills from many different areas. It is no coincidence that the "interdisciplinary" disciplines are emerging.

Secondly, in the process of development of science and education, a lot of knowledge and skills are not yet or not yet become a subject in the school, but it is very necessary to equip students so that they can face The challenges of life. Therefore, it is necessary to integrate the education of such knowledge and skills through subjects.

Third, because of the integration of knowledge that is close to each other and related to one another, the number of course subjects will be reduced, avoiding unnecessary duplication of content between subjects. Offload students.

Fourth, when teachers integrate well teaching methods, use phenomena in real life, help students actively, actively learning to integrate different content such as environmental protection, care and protection of human health through such practical knowledge. Since then, education and training of young generations have been comprehensively developed in all aspects.

Levels of basic integration in teaching

A) Multidisciplinary integration

Multi-disciplinary approach focuses first and foremost on subjects. Relevant subjects share a common theme in content and teaching methods, but each has its own program. Multidisciplinary integration is done in a way that organizes "standards" from subjects around a topic, topic or project, enabling learners to combine the knowledge of related subjects..

B) Interdisciplinary integration

Based on an interdisciplinary, interdisciplinary approach, the curriculum organizes curriculum around common learning content: interdisciplinary, interdisciplinary topics, concepts and skills.

Interdisciplinary integration is also understood as an alternative in which many related subjects are combined into a new subject with a certain number of themes throughout the grade. Examples: Geography, History, Biology, Social Studies, Citizenship, Chemistry, Physics, Geography are integrated into "Social and Environmental Studies" in the UK, Australia, Singapore and Thailand Rolling.

C) Cross-cutting integration

In the cross-disciplinary approach, the teacher organizes

the curriculum around learners' concerns and concerns. Students develop living skills by applying subject and interdisciplinary skills in a practical context. The two pathways to integrating cross-cutting are project-based learning and negotiating curricula. Intercourse integration can be considered as the culmination of integration, as the boundaries between disciplines are blurred.

Integrated program in university

Primary teacher education programs in the UK are compact due to the small number of courses / subjects. For example, the following is the number of courses in the primary teacher training framework of some universities in England and Australia.

- Northumbria- England: 15 units / 3 years
- Greenwich- UK: 23 units / 3 years
- Western Sydney - Australia: 30/5 years
- Queensland - Australia: 31/4 years
- Latrobe- Australia: 35/4 years

Thus, the overall training of primary teachers in the UK and Australia generally consists of 15 to 35 modules. This includes all yearly hands-on drills.

Compared to the UK and Australian training programs, the number of modules of our teachers' training programs has tended to double or more. For example, the primary teacher training program consists of 58 modules. With a large amount of study time, every semester, Vietnamese students must cover 8 to 10 subjects in a wide range of subjects / disciplines and approach them in isolation. together. Hence heavy load, lack of up-to-date and practical knowledge, lack of time and a meaningful learning environment to "develop a profound learning style", develop self-study, self-study ", While the program manager is heavy with the organization of many subjects, so the control of the output of subjects is often vague, difficult.

The teacher training program in Vietnam is heavy on course knowledge and background knowledge, while training programs in the UK and Australia are heavily on pedagogical training. Although the proportion of subjects in the professional knowledge is superior, but the teacher training program of the UK and Australia absolutely not heavy on professional teaching techniques because they focus on professional training in a wide area- A view originates from Harvard University, which is considered the cradle of college credit view.

Wide-ranging career skills training is demonstrated by the emphasis placed on developing and developing in each student a professional philosophy, a pedagogical identity Includes perceptions, beliefs, views on teaching and learning, learners along with a set of common capacities such as problem solving, creativity, collaboration, data collection and processing for philosophical application, teaching theory into classroom practice. In other words, the program focuses on helping students become pedagogical professionals through a rigorous and rigorous process of theoretical and empirical engagement, the application of teaching theory And general education in various specific teaching areas, linking the

interdisciplinary knowledge system to the learning world. Thus, although the program focuses on pedagogical training, it is a broad-based professional training that enables learners to form and develop cognitive and general knowledge and abilities, the foundation for professional development in the long run.

The integrated feature provides the basis for implementing a focused development orientation for pedagogically based pedagogical / pedagogical pedagogy. Through the UK and Australian primary teacher training programs outlined above, it is possible to see the integrated nature reflected throughout and in them.

In terms of the organizational structure of the subject, each of the theoretical subjects taught, especially those related to the field of educational research, psychology often forms "a common developmental path that forms the basis for From there, contextualize the development of the principles, issues and processes surrounding the development of preschool and elementary education. " Through group and individual learning activities guided by teaching assistants, hands-on exercises, essays and pedagogical activities, theoretical and teaching materials this generalization allows learners to apply to specific subject areas in elementary school? As a result, Australian-Australian elementary teacher training programs consider these theoretical subjects as subjects that provide a foundation for the study of curriculum studies in Elementary school, eg "Research in Math / English / Science... in elementary school.

On the other hand, modules related to subject matter knowledge in elementary school (we call it specialized knowledge blocks) are hardly designed in primary teacher education programs in England and Australia. In other words, subjects in elementary schools such as Vietnamese, Science, Geography, History, and Accounting... are not studied as individual subjects as in the program of training elementary teachers in Vietnam Male. Instead, they are taught and integrated by the learner in the Subjects Curriculum Research Unit (Reasoning in Elementary Education) to equip themselves with sufficient knowledge. To subjects taught in elementary school. This creates an environment for the learner to have a holistic and systematic view of the curriculum in elementary education as well as an independent research orientation in equipping the subject with the level and interest of the subject. Develop your expertise. At the same time, this integration reduces the number of modules that students must take each semester so that a lightweight training program, effective management of the program becomes feasible, Self-study, self-study.

At some universities, such as Western Sydney, Queensland, students will be tested on subjects such as English, mathematics, and science through a national examination to be recognized as a teacher, qualified enough to teach. Teachers receive this knowledge mainly through self-study, through the application of knowledge to the implementation of the exercises during the course of study modules in elementary study programs. In some schools, for example, at the University of Queensland-Australia, there are modules for English and mathematics. Through study counseling, if a student feels that he or she may not be qualified to take the test in the fourth year, they must arrange their time to study the modules.

Conclusion

Starting from the advantages of integrated teaching, we realize that integrated teaching is necessary, an optimal trend of today's teaching theory and has been implemented by many countries around the world. Most countries in Southeast Asia have taken an integrated view of teaching to some degree. In the 70s and 80s of the twentieth century, UNESCO held seminars with reports on the implementation of the integrated viewpoints of teaching in the participating countries. When developing curricula, the general trend of countries in the world today is to strengthen the integration, especially at primary and lower secondary levels. According to UNESCO statistics (from 1960 - 1974) there are 208/392 science programs in the general education curriculum countries expressed the view of integration to varying degrees. A recent study by the Vietnam Institute of Educational Sciences on the 20-nation education program found that 100% of countries are building programs in an integrated way.

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