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POSTMODERN PRINCIPLES IN INTEGRATED TEACHING IN THE NEW UKRAINIAN SCHOOL

The issue of developing methodical competence in future primary school teachers is associated with the requirements of the New Ukrainian School and competence-based components of professional training in higher education institutions.

However, the changes in the economy, culture, and technology caused the need for philosophical reflection, putting forward a new axiological paradigm for interpreting the world, including education. The response to these changes has become the ideas of postmodernism, which offer critical and transformative views on modernity. Therefore, it is essential to discover new approaches to education and change the conceptual framework in the philosophy of education.

The world's leading countries have already completed the postmodernist stage and entered the state of «post-culture». At the same time, most post-Soviet countries are only about to undergo postmodernist deconstruction, so Ukrainian education needs to implement the best practices of postmodern education. This is relevant to traditionally discrete and regulated approaches to teaching school subjects.

The postmodern society needs competitive and highly qualified specialists who strive for professional accomplishment and development in today's conditions [6]. In addition to professional-pedagogical and psychological-facilitative competencies [1; 2; 3; 5], a competence in integrated teaching is an important prerequisite for achieving excellence in further pedagogical activities. Its application in the framework of certain school subjects is the subject of this article.

Also noteworthy is the fact that modernist educational traditions have proved to be rather stable in Ukraine. Modernism is characterized by universality, which manifests itself in the form of a firm belief in some principle or invariant unifying the diversity of the surrounding reality. In other words, modernism focuses on objective universal laws that govern the world, all its processes and systems, including cognition. As a result, the modernist methodological project is normative and requires obligatory empirical confirmation or verification of scientific knowledge. In education and pedagogy, universality and normativeness of modernism lie in creating a model or project of a citizen that both society and the state need at one or another stage of their development.

It must be noted that specific contradictions stimulating this research in the context of Ukrainian education are congruent with those of other

countries with transitional democracies. Consequently, one should pay considerable attention to reforms in primary education in developing countries. One of such areas is the implementation of sustainable development principles. In Tanzania, this concept is implemented by involving the ecological component of education in each subject within primary school. The greatest resistance to such a transformation is that teachers tend to implement the concept of sustainable development in the form of individual subjects or topics rather than in an integrated way. However, the aspect of acquiring ready-made knowledge, unfortunately, remains dominant [4]. In developing countries, environmental friendliness in the narrow (nature conservation) and broad (developing competencies in the organization of personal space and the environment) senses encounters the stereotypes of discrete disciplines, the lack of human and time resources and the “top-down” policy.

Despite sufficient legislative and methodological support, educational reforms in primary school in South Africa are too dependent on the microcontext. Indeed, the human factor (remnants of colonial consciousness) hinders the sufficient implementation of the postmodern trends in practice. Smith used interviews, focus group discussions, and open questionnaires among primary school teachers in African republics. He claimed that the implementation of the new educational policy is hampered by several personal factors, such as an affective sphere, emotional reactions and competition, issues related to discipline and control, emphasis on didactic results, issues of values, the role of teachers, and their views on professionalism. These data demonstrate the importance of reforming education “from down to top”, with field educational initiatives and teachers’ interest in being involved in global changes [7].

Another problem is that the ideas of postmodernism are ambiguously perceived by the Ukrainian scientific community. At the same time, one cannot deny their impact on various spheres of public life and, above all, the theory and practice of education. First, the change in the knowledge status has created a new educational paradigm that tends to find out “*who* students are”, rather than “*what* they know”. Prioritizing parts, differences, differentiation, and pluralism, postmodernism does not recognize integrity and universality of knowledge. Thus, it denies the so-called “knowledge-based” model of education and considers knowledge as subjective construction. It is this approach to knowledge that cultivates the autonomous individual self. Second, postmodernism is critical of all previous pedagogical theories and practices, and ways of justifying pedagogical goals and ideals of education that are focused on the principles of modern humanism. Traditional humanism is overly abstract since it appeals to an individual in general, as a representative of the human race. Postmodern humanism is “individualized” because it aims to assert and elevate the dignity of everyone.

Postmodern ideas on the knowledge and essence of an individual as the subject of education have led to a new approach to education. However, its theoretical principles and pedagogical practice are only being implemented in the Ukrainian educational space. The ideas of humanism and

humanitarianization of values are rather popular in Ukraine now, even though they still encounter atavistic approaches to teaching.

These generalizations can be used when modelling the educational process in Ukraine that critically analyzes global achievements of postmodernism.

Thus, the postmodernist trends are partially present in Ukrainian education today. One can observe that they are manifested in the philosophy of education, theoretical pedagogy and, partially, in educational practice.

Despite the results of many scientific studies, the problem of developing future primary school teachers' competence in integrated teaching remains relevant and requires a detailed study under the needs of the New Ukrainian School.

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Ключові слова: іноземні мови, інтегроване навчання, постмодерна освіта, учні початкової школи, вчителі початкової школи, Нова українська школа, НУШ.

Key words: foreign languages, integrated teaching, postmodern education, primary learners, primary school teachers, New Ukrainian School.