INTEGRATIVE EDUCATION OF UNIVERSITY STUDENTS

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Abstract:*Course design for students studying by medical specialty is a scientific study as part of the development of a particular professional discipline. Performing coursework, students implement a technical project on a topic that is relevant and of interest to them. The student builder's course project has two parts: a text - an explanatory note with a description of the main theoretical provisions of the work, confirmed calculations, graphs, diagrams, an analysis of the effectiveness of the decisions made in the project; and the graphic part.*

Keywords:*integration, training in a medical institution, integrative and creative opportunities, creative thinking, creative integration.*

INTRODUCTION

Today, in the system of higher education, when preparing young specialists, the issues of team building and organization of teamwork of students are becoming more and more relevant. This is due to the fact that in order to solve complex, science-intensive production problems, their multifaceted consideration by a team of specialists is required. Responding to the social order of society in the curricula of technical areas of training in universities, such disciplines as "Team building and methods of group work", "Technology of team building and self-development" appear. The creation and work of student teams is possible with the introduction and implementation of specially selected and implemented pedagogical conditions in the educational process. One of them will be considered in this article, this is the use of integrative learning to form the experience of teamwork among students. To begin with, we define the meaning of the concept of "integrative". Integration (from lat. integrum - whole; lat. integratio - restoration, replenishment) generally means the unification of disparate components, interpenetration. Combining any elements (parts) into a whole. The process of mutual rapprochement and the formation of relationships. Integrative education is one of the modern concepts of education in higher education, aimed at the formation of a highly professional and competent young specialist with an objective and comprehensive vision of the world, a holistic worldview, interested in gaining knowledge, by understanding their importance for future work. The use of integrative tasks in the educational process of the university will help the teacher to reveal the intellectual and cognitive potential of students, create conditions for their self-development and self-realization, form the communication skills of students, the ability to cooperate and teamwork. Performing integrative tasks, students skillfully combine the theoretical and practical part of the course, integrate the knowledge gained as a result of

studying other professional disciplines, search for solutions to the tasks set in an interdisciplinary context.

Integrative learning becomes the most relevant for technical areas of training in higher education. Consider this in relation to students studying in the direction of "Construction". In the construction industry, any professional task assigned to a bachelor-builder will be interdisciplinary, and its solution requires the use of a systematic approach. Therefore, in order to qualitatively influence the professional level of graduates, integrative forms, such as integrative course projects and integrative graduation theses, should be used in the learning process. Integrative course projects and graduation theses are educational projects that require the integration of knowledge and skills from various disciplines studied. The use of such projects in the educational process is aimed at instilling in students independence in solving the problems that have arisen before them, developing the skills of students to offer various ways to solve problems, the ability to think, build a dialogue with their classmates. It is most effective to carry out such projects in creative groups or teams, then the educational activities of construction students will resemble the real work environment in which they will find themselves after completing their studies at the university. Such an approach to teaching will contribute to the adaptation of the future graduate to the profession, help develop professional behavior and style of interaction with colleagues [1]. Let's figure out what is invested in the concept of "course project" and "final qualification work". A course project is a form of training that is used at the final stage of studying a separate section of a professional discipline or discipline as a whole. The preparation and defense of a course project in an academic discipline is one of the main types of training sessions and a form of control of students' independent work [2]. By completing course projects, students learn to use the acquired knowledge and skills in practice, try to solve complex complex problems in the field of their professional interests. Imagine the tasks of completing course projects. These are: 1) systematization and consolidation of theoretical knowledge of students; 2) development of practical skills of students; 3) deepening the acquired knowledge in accordance with the theme of the project; 4) formation of skills in the use of normative and reference literature; 5) development of the creative potential of students, independence in decision-making, responsibility for them; 6) education of organization and composure when working on a project; 7) preparation for the final certification. Most often, in higher education, the implementation of strictly individual projects is practiced, when each student is given an individual design task, which he alone performs during the semester of study. This form of work helps to develop students' professional and personal creative qualities, but does not contribute to the development of communication and interaction with their classmates. We recommend implementing course projects integratively, involving a group of students in the execution of one design assignment, this form of work contributes to the development of the business qualities of each student and their communication skills. Working in creative groups will allow reaching a higher professional

level of such projects, making them more interesting, complex, of high quality, with a large amount of material worked out [3]. During their studies at the university, construction students complete a number of course projects in most professional disciplines, which become the basis for the final qualifying work.

Working on course projects integratively, students increase the amount of knowledge gained, share experience with their classmates, increase their business and communication skills, interpersonal interaction skills, cooperation and teamwork. Students learn to perceive other people's opinions, treat them with tolerance, assign team roles to each participant in a project group, distribute responsibilities in a creative team, plan their work in it, present and defend completed projects in front of an audience. As a result of all of the above, their teamwork experience is formed. In order to develop the experience of teamwork, a group of students is offered a common topic of an integrative course project, and each student, a member of the group, is given an individual design task within the framework of the main topic. For example, during the implementation of the project on the discipline "Fundamentals of Architecture and Building Structures", the students were offered the general theme of the project - "Residential complex "Rainbow" in the city of Magnitogorsk". Individual tasks were given to three students of the project group. The first student was given the task of designing a two-story block of flats with a veranda and a garage; task for the second student: to develop a project for a one-story five-room individual residential building with a basement and a terrace; task for the third student: to complete the project of a two-story individual residential building with an attached garage and a sauna. All individual tasks are equal in complexity and execution time. The sections of the explanatory note and the list of project drawings are identical for all students. Upon completion of the design, by combining the completed work performed by each student, we get a project of a residential complex with a complete set of drawings and an explanatory note. There are four stages in the implementation of integrative course projects. 1. Stage of introduction. At this stage, students receive assignments from the teacher for the implementation of the course project, discuss the technical problem that must be solved as a result of its implementation, the amount of work to be done, the content of the explanatory note and the list of drawings. At the same stage, students form working groups, after which they approve their composition with the teacher. They make plans for the implementation of work, search for optimal solutions to the tasks set in the project. They discuss the criteria for evaluating the results of project activities proposed by the lead teacher. 2. Stage of work on the project. At this stage, students complete the project in consultation with the teacher. During the second stage, students distribute team roles, determine the field of activity and the amount of work that each team member must do. Analyze the difficulties that may arise during the implementation of the project. Then, according to the plan drawn up with classmates and approved by the teacher, they begin to implement the project. At this stage, the teacher plays the role of a consultant and observer of the work of students. 3. Stage of presentation and defense of the project.

Presentation and defense of the project are held publicly. Students demonstrate their completed work, make a brief report on the main provisions and conclusions of the course project, then answer questions from the audience and the teacher. Draw conclusions about the solution of the tasks. The teacher at this stage controls the level of knowledge of students, evaluates the work done, identifies successes and failures in the process of conducting project activities by students. 4. Final stage. At the final stage, students, together with the teacher, analyze the design results, determine the weaknesses of the project, and draw up plans for their correction [4]. Another form of training for a bachelor-builder, which can be presented integratively, is a final qualifying work, which is a complex independent creative work of a student, as a result of which the set professional tasks are solved that meet the profile of the professional activity of the future young specialist and the level of his education.

Performing final qualifying work, students solve a number of educational tasks: 1) streamline, consolidate and multiply theoretical and practical knowledge, skills and abilities in the chosen training profile; 2) apply the acquired knowledge in solving specific scientific, practical and industrial problems; 3) develop the skills and abilities of independent work; 4) determine the level of their readiness for further professional activity [5]. The graduation qualification work of a bachelor studying in the direction of "Construction" is an independently completed project in which the tasks assigned to the graduate are solved, according to the content of the main educational program of the bachelor's degree of the corresponding profile of training. The stages of preparation of the final qualification work are similar to the stages of the course projects described above, where the main difference is that the defense of the final work takes place at a meeting of the state examination committee, and the professional level of graduates is assessed not only by leading teachers, but also by representatives of employers. Based on the results of the defense, students are awarded qualifications in accordance with the Federal State Educational Standard of Higher Education, and they become young professionals ready for work. We distinguish two fundamental approaches to the implementation of integrative final qualification works. In the first case, to complete the project, working groups are formed from students enrolled in the same training profile (from the same academic group). With this approach to the formation of project teams, students, having decided at the beginning of their studies with their project interests, receive a task that they consistently perform in the process of studying professional disciplines. As a result, by the end of mastering the main educational program, they get a capacious, high-quality project with the necessary sections of the explanatory note and drawings, which becomes the basis of the final work. The second approach is based on the fact that project teams are created from students of different training profiles. It is in this case that the work of the creative team is reminiscent of the work of a design bureau, where everyone performs their own section of a common task. The result of the work is presented in the form of a finished project with well-developed design, engineering, engineering and technological

solutions. At the defense of the WRC, each member of the creative team, according to their training profile, defends their part of the project, while they can use materials provided by other students - members of the project team. In the process of research work, in order to carry out an integrative final qualification work, the project group, formed according to the second approach, was offered the topic: “Equestrian sports complex in the Abzelilovsky district of the Republic of Bashkortostan”. A student studying in the profile "Building Design" was asked to design a building for an equestrian center in the Abzelilovsky district of the Republic of Bashkortostan. The student of the profile "Urban construction and economy" was given the task to complete the project of a detailed planning of the territory of the equestrian complex in the Republic of Bashkortostan. A student studying in the profile "Industrial and civil construction" was instructed to develop constructive solutions for the building of an equestrian center in the Abzelilovsky district of the Republic of Bashkortostan. Working in creative teams of students of different training profiles, the educational base of which covers various areas of the construction industry, will contribute to the formation of broad professional and communicative competencies of students, will allow you to take a broader look at the profession being acquired, generalize, structure and systematize the studied material, understand the features of interaction with colleagues and the importance of the ability to work in a team [6].

The positive aspects of using integrative projects in the educational process are: the completeness and depth of the study of the stated topic, the development of students' communicative qualities, leadership skills, teamwork techniques. There are also difficulties in using such projects in the educational process. For example, it is not always easy for students to decide on the topic of the project in the first years of study, or an illiterately selected composition of the student team will lead to inefficient use of the named technology, and difficulties may also arise in organizing the interaction of students of various training profiles due to their different employment during the academic year. or during the day. Performing integrative projects in the process of professional training, students gain experience in teamwork, which is formed from the experience of interpersonal interaction, experience of working in a group, experience of making group decisions and the experience of bearing responsibility for them. In addition, students, working in a team, gain experience in cooperation, persuasion and tolerance for the opinions of others. They gain experience in distributing team roles and responsibilities among team members, drawing up a team work plan and delegating authority to present and defend team projects to its leader.

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