

G. Shishkin,

Candidate of pedagogical science, associate professor
(Berdiansk state pedagogical university)

M. Tarasenko,

(Teacher-methodologist, Gymnasium № 1 "Hope")

INTERDISCIPLINARY APPROACH AS A MAIN CONCEPTION IN HUMANITARIAN TRADITION OF FRENCH PHYSICAL AND MATHEMATICAL EDUCATION

The technocratic development of humanity and intensification of all spheres of life the last century has put by the wayside man and nature as main values of being. Technologization and aspiration to get new knowledge are reflected in exact and natural sciences. Replacing human and environment by abstract and mathematical model, we lose the humanity and sense of reality and in the world. Using the humanitarian potential of science it can be possible to overcome the tendency to technocratization of society. Unfortunately, in the most cases, humanitarization is considered as additional and necessary component of professional education, which is realized by increasing the number of hours for study disciplines of humanitarian cycle in the structure of curriculum of educational establishments.

The humanitarization of education is not consisting in the role of humanitarian disciplines and a number of academic hours, which is given for their study. One of the main purposes of humanization of education we see in the combining of material and spiritual culture. In the process of study disciplines of physics and mathematics cycle are opened the basic methods of science, an idea about movement, space and time, causation and laws, everything that forms the world view and is a necessary component of human culture. According to our traditions and achievements in pedagogics, and also principles put in the Law of Ukraine "About education" as for organic connection with the global history, culture and tradition, the important is to study the best achievements of world experience in direction of humanization and humanitarization of education. The researches and analysis of the French scientific heritage and modern educational system as for its humanization is promising and can be useful for our country, especially from the point of view of the process of European integration and joining of Ukrainian educational system to single European educational space.

The questions which covered a range of problems of humanization and humanitarization have appeared from the very beginning of basics of pedagogy. Today this problem is a cornerstone of educational paradigm.

The aim of the paper is to consider the role of multidisciplinary approach in humanization and humanitarization of physics and mathematics education at France schools, and possibilities of using the experience in the educational system of Ukraine.

The forming of harmoniously developed personality with a holistic worldview should be based on an interdisciplinary, culturelogical and competence approach. It should be personality-oriented education, which promotes dialogue between the subjects of educational process. Physical and mathematical disciplines, creating a

scientific picture of the world should not lose connections with the humanitarian sciences and in contrast, to open them through a man, his feelings and activities. Man must become in the focus of a new educational paradigm, combining all forms of material and spiritual world. Physics will be available for everyone if study to use its humanitarian direction, to make a course of physics is able flexibly and tactfully influence on the intellectual and emotional world of student so that scientific knowledge is perceived by mind and heart.