INTEGRATIVE ENTRANCE

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INTEGRATIVE APPROACH TO EDUCATION

The integrative approach in teaching Arabic is based on the idea of linking the different subjects and dealing with them in the framework of the unity of knowledge. Therefore, the authors of the curriculum should reorganize them in a way that integrates the materials with each other and the barriers between different subjects disappear. Which will enable the learner to understand the relationships between the learning materials and the experiences he provides to the learner (Attia, 2008: 82)

The method of integration in the teaching of the Arabic language is not about teaching the rules; it goes beyond learning the language in its various activities, through the teaching of rules through literary texts, poetry and poetry, as well as teaching spelling, expression, reading and reading texts. (Saleh, 2006: 130)

The integrated approach of modern trends - although rooted in ancient Arabic studies - in the teaching of the Arabic language, and is adopted in the teaching of the Arabic language not only on literary texts, but a carefully selected reading and expression for desired purposes and is suitable for the functional application of language, Being a fertile area for rhetorical and monetary studies. "(Arif & Boughlin, 2015: 25)

OBJECTIVES OF TEACHING INTEGRATED CURRICULUM:

The idea of an integrated approach is based on providing integrated information, that is, rejecting the fragmentation of one article and emphasizing the importance of integrating the unity of science and knowledge and removing barriers between the branches of the same article; because the

fragmentation of knowledge makes it impossible to apply in the walks of life. Teaching according to the fundamentals of the integrative approach provides an opportunity for learners to think, link and analyze besides highlighting the unity of science and avoiding the repetition that arises from the teaching of discrete branches of science and it works on the availability of time, money and effort, as well as it leads to the integrated growth of the learner in various aspects And skill and mobility). (Qasem, 2007: 17)

INTEGRATION FEATURES FOR BOTH TEACHER AND LEARNER:

1_Increase the interaction of both the teacher and learner in the educational situation and educational material through the use of different teaching methods.

2-lead to the establishment of modern educational principles such as the principle of diversity can be achieved and used in the selection and use of teaching methods and educational activities and appropriate means of teaching educational situation.

3-Develop flexibility in dealing and positive participation in the educational situation.

4-Develop the spirit of renewal and modernization in teaching methods, methods and educational activities in the educational situation.

5 - The good connection between the goal and the way and means and activity and the method of evaluation in the sense of interest in the selection of methods of teaching and methods and educational activities and methods of assessment appropriate to the nature and levels of behavioral objectives of the lesson and lead to achieve in a way that helps to

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develop the personality of the learner in an integrated way. (Center for Translation and Translation, 2011: 172)

THE DISADVANTAGES OF THE INTEGRATED PORTAL:

1- Integrative approaches dealing with subjects and knowledge superficially, do not deepen with him in the particulars and details in each specialty, which led to the reduction of the amount that was taught by the learners in the case of separate materials.

2- It takes more time than the traditional curriculum Some skills and knowledge derived from a specialty that needs more time, which is not available to schools today.

3- These curricula require a special quality of teachers to teach these materials, as they are able

4- to recognize the functional links between knowledge in different fields of study, which requires preparation.

5- Some teachers may present concepts and information outside of their specialization, which they can offer in an inadequate and in-depth manner (Al-Muayqal, 2001: 54-55)

THE FOUNDATIONS OF THE INTEGRATIVE APPROACH IN TEACHING ARABIC LANGUAGE:

1- When teaching the language according to the integrated approach, in accordance with the use of language, because the learner when using language in written or oral expression used by the unit is linked, in the sense that it does not rule to grammatical to understand how to compose a sentence and control the word, it is fast, integrated and interrelated.

2- Teaching the language according to the integrated approach to ensure the development of language in the learner developed mutually, as it does not overwhelm the skill on the other because the skills of language are all dealt in one circumstance as the teacher's enthusiasm does not vary in the educational situation. (Lavi, 2007: 262)

3- The branches of language is only the language itself, as the language is taught in connection with the language as a whole, its functions are manifested in an integrated way. The grammar or grammatical rule does not achieve its function in linguistic development when it is taught in an independent position, if studied in an integrated linguistic position that requires study. To speed learning and to realize the learner itself and its function in the linguistic context.

4- in teaching language according to this portal to ensure the close link between the colors of language studies, which is reflected in the performance of the learner, as well as that the learner coexist with the text longer than can be connected to its meanings and integration, and the introduction of behavioral trends and values and behaviors. (Ibrahim, 2004: 159)

DIMENSIONS OF THE INTEGRATIVE APPROACH:

The integrative approach has basic dimensions that highlight its characteristics and organize its content. It is able to provide learners with an opportunity to achieve integration in various ways. These important dimensions include the following:

1- Integration at the level of one subject: as the integration between the branches of the Arabic language.

2- .Integration at the level of two subjects belonging to one field of study; integration of two branches of the same subject occurs, such as integration between geography and history.

3- Integration of all subjects that belong to one area, such as chemistry, physics, biology and the field of general sciences.

4- Integration between all fields of study scheduled for each class; one of the strongest levels of integration all (Khayat, 2001: 65)

INTEGRATED EDUCATION REQUIREMENTS:

The preparation of the lessons in integrated education does not neglect the teacher the foundations required by the integrated education and the foundations of regular preparation, so the teacher focuses on the goal and the necessary materials and the mechanism of work and the possibility of using educational drama and motor activity such as representation of the lesson sounds and movements of animation; which reflects positively on the vitality of the lesson, Other lessons provide time and deepen learners' sense of information. (Sure, 2004: 4)

THE FOUNDATIONS OF BUILDING THE INTEGRATED CURRICULUM:

The construction of the integrated approach is based on the following:

1- **Integration of knowledge**: The integrated approach to provide learners with knowledge in a comprehensive manner, because the nature of the study, which is carried out in accordance with the integrated approach makes the subject one of the core and the knowledge of all science and knowledge associated with it, so that learners know the integrated, and applies to the integration of experience applies to Integration of knowledge as it is interrelated and integrated (Awad, 2000: 21)

2- **Integration of personality**: One of the most important features and the main objective of this approach to build an integrated personality of the learner through the acquisition of skills, knowledge and science, to bring him to creative thinking and help him to adapt to the environment and surrounding society.

3- **taking into account the wishes and tendencies of the learners**: when building the integrated curriculum and choice of courses, and when implemented takes the wishes of learners and tendencies.

4- **Taking into account individual differences**: The integrated approach is concerned with the availability of various optional studies and therefore to meet the individual differences of learners; takes into account the individual differences through the selection of courses and curriculum and provides opportunities to identify the characteristics of learners at different levels, so that the teacher can address these differences.

5- **Attention to various educational activities**: Integrative approach cares about the activities of the learner as the basis for the educational process.

6- **Collaboration and collective action**: The integrated approach focuses on cooperation between the members of the educational process, providing an opportunity for learners to cooperate with their teachers in the selection of subjects and in

   Planning, implementation and evaluation (Al-Omari, 2010: 155)

PLANNING TO ORGANIZE THE INTEGRATED CURRICULUM:

When planning the organization of the curriculum and in order to achieve integration, consider the following:

1- **The basic elements**: It should work to highlight the elements of educational experiences required to be linked to each other in an effective educational organization, and represents the basis for the integration of experiences, and an important elements linking the experiences in one area and in various areas:

A **- Concepts**: Symbols or phrases that indicate information or specific experiences or abstract ideas and thus contribute to the concept of organizing the curriculum on the basis of the integration of educational experiences and can present the concept of one on a consecutive degree of difficulty (Titi, 2007: 81(

B **- Values**: include the ideals and aesthetic qualities and principles that the learner gains as a result of the passage of various educational experiences and can be (ie values) factors of integration between educational experiences on both horizontal and vertical.

C **- Skills:** Performance of work at a high level of perfection through the understanding, and the minimum time and effort possible.

2- **Principles and regulations**: Instructions that help the learner to link the experiences in a field with the expertise in another field, and

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organizational principles can be characterized by the following:

1- From old to modern.
2- from sensory to abstract.
3- From private to public (Ibrahim, 2004: 179-181)
3- **Organization of curriculum building**: Organization of curriculum structure according to:

Consider the structure on the basis that it consists of:

A- broad fields, covering each of these fields on a set of materials with common, similar and homogeneous aspects.

•Specific and specific materials, each with a separate boundary, separating each material from the rest of the other materials and characterized by independence.

•One unit of study covering all aspects of the course (Titi, 2006: 81)

B - Organization of the structure and look at it from the following angles:

• Courses for a full academic year or for a particular semester, while planning these courses as part of a particular course.

• Courses that regulate their content according to a type of sequence. (Abu Harb, 2007: 15)

CONDITIONS TO BE CONSIDERED WHEN PLANNING AND BUILDING THE CURRICULUM IN AN INTEGRATED WAY:

The specialists have developed some conditions that should be taken into account when constructing and implementing the curriculum in an integrated manner, which must be observed, including the following:

1- The existence of a set of interrelated topics.
2- .Emphasize the use of projects.
3- the use of learning resources that go beyond the textbook.
4- work to create relationships between concepts.
5- the presence of units revolving around the axis.
6- Flexibility in application

7- - flexibility in the formation of groups of learners. (Khayat, 2001: 87)

TIME FRAME FOR IMPLEMENTATION OF COMPLEMENTARY APPROACHES:

The curriculum is based on the type of complementary curriculum used. Interrelated or parallel curricula remain the subjects in separate classes. Traditional or traditional classes may also be used with multidisciplinary approaches in which each subject remains Separately, the time frame has several forms, including:

1- Parallel Time: The learners are distributed in groups with the teachers' team, with common teaching times.
2- Collective time: The unit provides an integrated methodology as the teacher continues with the learners for a longer period.
3- double collective time: work according to the previous table by adding a special chapter after the specified collective time, which lasts for two weeks.
4- - Change the collective time: changing the time closed between the day and another, it can be on Monday and then move to Tuesday.
5- . Distribution and redistribution: The redistribution of groups of learners for a limited period and then return to their basic classes, as the learners are distributed to perform some tasks, projects or visits. (Taher, 2010: 156)

LEARNING STRATEGIES AND INSTRUCTION IN THE INTEGRATED APPROACH:

Because of the extension of integrative approaches and the diversity of objectives to various disciplines, there are several instructional strategies implemented by teachers and strategies followed by learners. Strategies include writing articles, magazines, working on television reports or presentations, doing various projects in the community, computer programs, computer

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presentations, Experiences can be used as sources of learning resources and library as well as the local environment of shops, people, companies, museums and others. (Al-Muqayqal, 2001: 75)

 Units as a structured integrated approach

"The methodology of the units in the foreign and Arab countries is common for its suitability and excellence for the integrated approach." (Al-Husain, 2007: 47)

CHARACTERISTICS OF MODULES APPROACH:

1- **This integration**: reflects the existence of one center for each subject, which has integrated teaching objectives. The integration of this approach is manifested through the integration of aspects of experience, knowledge, skills and emotional skills that are offered to the learners, And leave positive effects in various aspects of their growth, as well as the integration between the school and its social environment, since most units revolve around the needs of learners and their environmental and social problems, forcing the school to open up to its surroundings (Suoman, 2010: 13)

2- **Positive**: The unit revolves around the problems and needs of the learner, which generates the motivation to learn, investigate and research and participate actively in educational scientific activities, and thus gain the experience of educator and achieve a comprehensive growth, balanced and integrated.

3- **Functional:** The units are centered on what suits the abilities of the learner and what helps them to address the problems of life and the environment, and positive trends are not outside the scope of his social and personal life.

4- **Preparedness:** The units are prepared to meet the needs of the learner, develop his readiness and saturation of his tendencies based on rigorous scientific studies for learners in different stages of study, not based on changing interests and temporary tendencies.

5- **Cooperative work and social spirit**: The teacher participates in the implementation of the work of the unit, through the distribution of collective roles and individual, to evaluate and implement the work and training in social lifestyles.

6- **Training in thinking**: The unit curriculum prepares educational situations, problems that learners work to solve by way of sound thinking, and provides innovative solutions and development of

entrepreneurship, which does not provide a ready course. (Khalifa, 2005: 259(

7- **Comprehensive Calendar of the learner**: Evaluation in the unit curriculum is characterized by scientificity, continuity and inclusiveness as the evaluation of learners is not limited to the old methods, but the use of modern methods include observation of evolution in the mental aspects and change in behavior and positive adjustment of values, tendencies and trends.

8- **The frame of reference**: availability of scientific references that are credible and modern, as learners can return to them when needed, and availability of the teacher's guide includes the objectives for each unit of study and methods of teaching and activities to help achieve its objectives and methods of assessment of learners.

9- **Continuous evaluation of the units**: To ascertain the appropriateness of the content of the learners and its relevance to the objectives, the effectiveness of the activities and means in achieving the objectives, its interrelationship, gradation, integration and balance between the various fields, and the adequacy of the unit referenc,

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