

UDC 37.034 + 373.31

*TETIANA KACHAK, Doctor of Philological Sciences, Professor of
Vasyl Stefanyk Precarpathian National University, Ukraine
ORCID ID 0000-0002-6863-1736*

tetiana.kachak@pnu.ua

*TETYANA BLYZNYUK, Candidate of Pedagogical Sciences,
Associate Professor of Vasyl Stefanyk Precarpathian national
University, Ukraine*

ORCID ID 0000-0002-0558-2201

blyztan@yahoo.com

TECHNOLOGY OF INTEGRATED LEARNING IN LANGUAGE AND LITERARY EDUCATION CLASSES

*ТЕТЯНА КАЧАК, доктор філологічних наук, професор,
Прикарпатський національний університет імені
Василя Стефаника, Україна*

*ТЕТЯНА БЛИЗНЮК, кандидат педагогічних наук,
доцент, Прикарпатський національний університет
імені Василя Стефаника, Україна*

ТЕХНОЛОГІЯ ІНТЕГРОВАНОГО НАВЧАННЯ НА УРОКАХ МОВНО-ЛІТЕРАТУРНОЇ ОСВІТНЬОЇ ГАЛУЗІ

The article analyzes the peculiarities of realizing the potential of the integrated learning technology in the lessons of the linguistic and literary field of education. It is noted that integrated education is based on a comprehensive approach, and its goal is to form students' holistic view of the world, system of knowledge, skills and abilities. This includes activation of their cognitive activity and motivation, ensuring interactive collaboration and effective implementation of developmental and educational functions of education, development of the ability to learn throughout life and use acquired knowledge and skills in practice. The main principles of integration in the process of assimilation of linguistic and literary material by students are outlined. A three-level methodical model of integration of language and literature education classes has been developed. Step-by-step algorithms for integrating native language and reading lessons, a foreign language and reading lessons are suggested.

Key words: integrated learning

technology, linguistic and literary educational field, communicative competence, foreign language competence, work analysis, interactive methods.

Анотація. У статті проаналізовано особливості реалізації потенціалу технології інтегрованого навчання на уроках мовно-літературної освітньої галузі. Зауважено, що інтегроване навчання ґрунтується на комплексному підході, а його мета – формування в учнів цілісного уявлення про навколишній світ, системи знань і вмінь; активізація їхньої пізнавальної діяльності та мотивації; забезпечення інтерактивної взаємодії та ефективної реалізації розвивально-виховних функцій навчання; розвиток уміння вчитися впродовж життя й використовувати здобуті знання і навички на практиці. Окреслено основні принципи інтеграції у процесі засвоєння здобувачами освіти мовно-літературного матеріалу. Розроблено трирівневу методичну модель інтеграції уроків мовно-літературної освітньої галузі. Запропоновано поетапні алгоритми інтегрованих уроків рідної мови і читання, уроків іноземної мови і читання.

Ключові слова: інтегроване навчання, мовно-літературна освітня галузь, комунікативна компетентність, іншомовна компетентність, аналіз твору, інтерактивні методики.

The purpose of the scientific-methodological study is to analyze the peculiarities of the implementation of the potential of the technology of integrated learning in the language and literature classes; outline the main principles of integration in the process of assimilation of linguistic and literary material by students; develop and test the effectiveness of methodical model of integration of native language and reading lessons, foreign language and reading lessons.

General problem setting. An integrated approach is one of the priority principles of the organization of education at the New Ukrainian School. The focus on the formation of a holistic and multidimensional picture of the world in students actualizes the interaction of the structural elements of the content of education and a comprehensive approach to learning, strengthens the systematicity and thoroughness of students'

knowledge. The technology of integrated learning is aimed at the development of imagination, memory, critical and creative thinking, aesthetic perception and motivation of education seekers, as well as the implementation of an activity approach. Due to the opportunity to see a subject or phenomenon simultaneously from the theoretical, practical and applied sides, during integrated learning, students receive systematized knowledge and are able to use it in their daily activities.

Despite the fact that the implementation of thematic and activity-based approaches to integrated education has been declared for several years in a row in Ukrainian primary schools, there are a number of problems that need to be solved. Observing the conduct of integrated classes in the language and literature field in schools whose students study according to R. Shiyani's program, we note that teachers do not always have a correct understanding of the principles of integration. Unfortunately, a common practice is to conduct a lesson, which conventionally consists of two separate parts: 20 min. for studying a language topic, and 20 min. for literary reading. However, this is not the correct example of integrated education, because the implementation of interdisciplinary connections in the content, methods and form of organization of education is not properly ensured. In view of this, a thorough analysis and generalization regarding the use of integrated learning technology in the context of language and literature education of modern primary education students is relevant. It is high time to develop new methodical models of integrated language and literature classes based on a comprehensive approach.

Analysis of researches and publications. The theoretical and methodological basis of our study was normative documents that regulate the implementation of the content and tasks of the linguistic and literary field of education in institutions of general secondary education (State standard of primary education, Model

educational programs for institutions of secondary general education, developed for primary schools by two teams under the leadership of R. Shiyani and O. Savchenko). Relevant to our research proved to be the works of scientists and practicing teachers dedicated to the analysis of the technology of integrated training (S. Arkhangel'skyi, G. Baturina, G. Bibik, L. Varzatska, M. Vashulenko, V. Vityuk, N. Ivanchuk, S. Ilyash, L. Malyar, O. Tkachuk, O. Topuzova, H. Fedorets, O. Chekinoi, S. Shilo, etc.). We find significant scientific and methodological studies of researchers of language and literature education problems by N. Bohdanets-Biloskalenko, T. Blyznyuk, O. Vashulenko, L. Ivanova, T. Kachak, T. Kotyk, G. Koval, L. Krul, S. Romanyuk, O. Savchenko, O. Slyzhuk, O. Fentsyk, etc.). Using the tools of the system-activity approach, theoretical research methods (analysis of normative documents, curricula, understanding and generalization of the results of scientific and methodical studies of teachers), we will analyze the problem of effective use of integrated learning technology in language and literature education classes in primary school. By updating empirical research methods (pedagogical observation of the process, testing of traditional and new forms, methods and means of teaching), we systematize and summarize the results of the research on the problem, offer methodical models for the integration of native language and reading lessons and foreign language and reading lessons.

Analysis of research and publications. Integration (from the Latin *integratio* – combination, restoration) – "unification into a single whole of previously separate parts and elements of the system based on their interdependence and complementarity" (*New Ukrainian School, 2017, p. 72*). Scientists distinguish between integration by content (attraction of material from other related subjects) and integration by methods of cognitive activity, such as observation, thinking, and speech. Integration can be intra-subject or

inter-subject. Interdisciplinary integration is complete or partial. Intersubject connections can be horizontal or vertical.

The integrated approach is aimed at organizing versatile knowledge of subjects, phenomena, and concepts that have a holistic character. Integrated lessons involve combining educational material from several disciplines in one topic. O. Savchenko analyzed the didactic features of the integration of educational subjects in primary school and classified integrated lessons according to **various criteria** (*Savchenko, 1997*). In a modern school, official documents provide for the holding of integrated courses on a permanent basis, such as, for example, lessons in the linguistic and literary field of education according to the program by R. Shiyani (*Shiyani, 2022*).

M. Vashulenko, N. Bibik, L. Kochyna (*Vashulenko, Bibik, Kochyna, 2001, p. 24*) are convinced that integration provides objective prerequisites for preventing students from being overloaded, reducing the number of study hours during the week, freeing them for developmental subjects. Besides, it is a necessary condition for the reform of the modern educational process. The need to conduct integrated lessons arose due to the fact that most students' knowledge is fragmented and differentiated, it is difficult for them to connect concepts and facts from other subjects, and insufficient practical orientation of educational subjects.

O. Chekina claims that integrated learning increases the effectiveness of educational activities, because there is an opportunity to show younger schoolchildren the world in all its diversity, which contributes to the emotional development of children, shapes their creative thinking; students acquire systematic knowledge, the cognitive interest of younger schoolchildren increases, comprehensive development of personality is achieved, which strives to solve various modern problems in an unconventional way. Various types of activities allow to relieve children's fatigue and tension (*Chekina, 2011*,

p. 13). This helps to demonstrate the object from different angles, reveal the interrelationship of phenomena, intensively form the ability to analyze, compare, generalize, and also develop one's own creative abilities. This is especially relevant for the formation of worldview, humanistic, ecological, communicative skills and concepts; development of creative thinking.

The purpose of integrated classes is to form students' holistic outlook on the world around them; activate their cognitive activity; improve the quality of assimilation of material perception; create an engaging atmosphere; identify schoolchildren's abilities and their characteristics; form of independent work skills with reference literature and sources; increase interest in the material being studied (Ivanchuk, 2004, p. 10). The integrated lesson primarily involves independent practical activities of students, true and sincere conversations-monologues, observations, study and research activities built on the principle of freedom of choice, encouragement, approval, confidence in success.

Integration in education optimally corresponds to the formation of such a key competence as the ability to learn throughout life – the ability to search for and assimilate new knowledge, acquire new abilities and skills, organize the educational process (independently and in collaboration), in particular through the effective management of resources and information flows, the ability to determine educational goals and ways to achieve them, build your educational and professional trajectory, evaluate your own learning results (Integrative approach..., 2018, p. 7).

The specificity of integrated lessons is that students do not lose sight of the main problem, but try to find its solution and deepen and strengthen the circle of knowledge related to this topic. The content is gradually filled with hitherto unknown information, dependencies, relationships and connections. For lessons in which intra-subject integration takes place, a feature is a

spiral construction, the basis of which is concentricity. The process of assimilation of knowledge and skills under such a system occurs from general to partial or vice versa (Illyash, 2013).

NUS teachers are offered educational materials on the implementation of integrated education, developed by practicing teachers Inna Bolshakova and Maryna Prystynska. They are convinced that the boundaries of subjects disappear when teachers encourage students to connect academic courses and rely on skills, knowledge and abilities from several disciplinary areas. Primary school learners have huge opportunities to integrate their knowledge of different subjects and to critically evaluate how these elements interact (Integrated навчання..., 2017).

Integration performs a number of functions in education. Among the main ones, N. Palyonko names the following: educational function, methodical function, developmental function and constructive function. The educational function includes the directions of upbringing and breaks the formation of the integrity of the system and the mutual connection of the elements operating in it, the methodical function implies formation of modern concepts of the subject in schoolchildren. The developmental function is aimed at forming a desire to learn new information, curiosity, and expanding one's horizons. Constructive, on the other hand, aims to improve the very content of the educational material (Palyonko, 2017, p. 17). In our opinion, it is absolutely necessary to take into account the potential of integrated learning in the implementation of the activity approach, which consists in the orientation of the educational process on the successful entry of students into the social environment, development of basic competencies and end-to-end skills, use of theoretical knowledge in practice, ability to work in a team, ability to learn for further professional realization and self-development. In view of this, it is worth supplementing the above list

with an activity function.

Outline of the main research material. The State Standard defines the content of key competencies, two of which are largely formed in the classes of the language and literature cycle, that is, in the process of studying the Ukrainian language and literature, the language and literature of the relevant indigenous peoples and national minorities, and a foreign language:

1) fluency in the state language, which involves the ability to verbally and in writing express one's thoughts, feelings, clearly and reasonably explain facts, as well as love of reading, a sense of the beauty of words, awareness of the role of language for effective communication and cultural self-expression, readiness to use the Ukrainian language as native in various life situations;

2) ability to communicate in the native (if different from the state) and foreign languages, which involves the active use of the native language in various 2 communicative situations, in particular in everyday life, educational process, cultural life of the community. It includes the ability to understand simple expressions in a foreign language, communicate in it in appropriate situations, master the skills of intercultural communication (State стандарт початкової освіти..., 2019).

Taking into account the purpose of primary education, the content and tasks of the linguistic and literary field, its focus on the formation of the mentioned competencies in students. It is important to choose the right methods and forms of work in the lessons of the integrated course so that learning is effective, productive and effective. We analyzed and summarized theoretical works and studied the pedagogical experience of teachers on the outlined problem and developed our own three-level methodical model of integration of Ukrainian language and reading lessons and foreign language and reading lessons.

The principles of designing this model are:

- combination of the content of two

educational subjects (language and reading) at all stages of the lesson;

- focus of educational activities on the formation of communicative, linguistic (in other languages, in foreign language classes) and literary (reading, literary studies, personal-activity and library-bibliography (*Kachak, 2011*)) competence of students, development of different types of thinking, expansion of worldview;

- elaboration of artistic texts simultaneously with the study of language units and assimilation of rules;

- formation of literary and linguistic skills for working with artistic texts;

- systematic use of interactive forms and teaching methods;

- optimal combination of exercises, tasks, games of a reproductive,

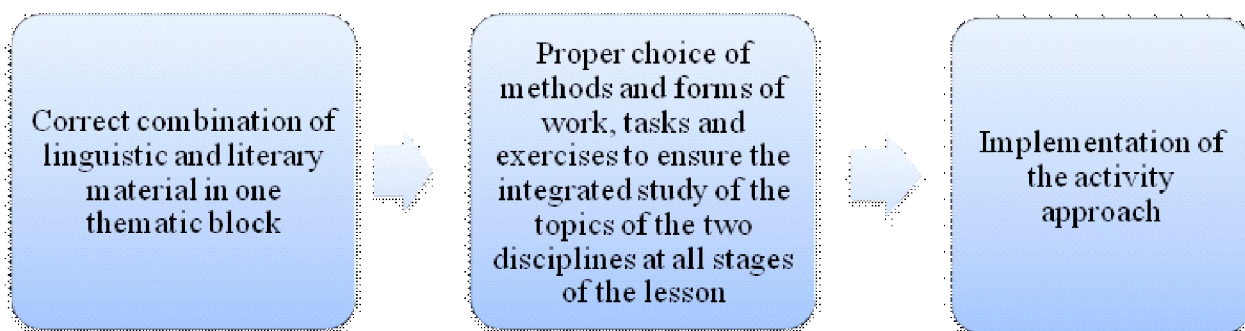
of the lesson due to correctly selected methods and forms of work, variation of reproductive, constructive and creative exercises and tasks, games, rational combination of various types of student activities with various methods of educational interaction (collective, paired, group, individual). The focus is on the text, its reading, analysis, use as a means of learning language material. The priority is interactive interaction, students' work in microgroups.

The basis of the third level of the methodical model of the integration of language and reading classes in primary school is the implementation of an activity approach and the use of acquired knowledge, abilities and skills to meet the life needs of the student (*Drawing 1*).

components, integration of tasks aimed at the formation of key and subject competencies, is presented in the textbook for the 3rd grade by M. Chabayovska, N. Omelchenko, V. Sinilnyk (*Chabayovska, Omelchenko, Sinilnyk, 2020*.) It is impressive how appropriately and effectively the authors synthesize the work on understanding the content of the text, its analysis at the levels of subject matter, composition, genre, images of the main characters with work on the study of parts of speech, lexical, phonetic, syntactic or other linguistic material. At the same time, there are creative tasks aimed at the development of students' speech, conversation skills with educational accents, focused on the practical experience of students. The implementation of multi-faceted inter-

Drawing 1

Three-level model of integration of language and reading lessons



constructive and creative nature;

- high-quality and effective use of digital tools and ICT technologies both for visualizing educational material and as a means of acquiring knowledge, forming students' abilities and skills;

- focus of educational activities on the practical use of acquired knowledge, abilities and skills in everyday life (*Kachak, 2011*).

The first level of the methodological model is based on the correct, appropriate and professional combination of language and reading learning material into one thematic block.

The second level of the methodological model consists in ensuring the integrated study of the topics of the two subjects at all stages

In the context of integrated lessons of the Ukrainian language and reading, the teacher can focus on the material offered in the textbooks for the integrated course. It should be noted that not all textbooks, are developed in accordance with the requirements of the Standard Educational Program of Primary Education by the team of authors under the leadership of R. Shiyan and recommended by the Ministry of Education and Science of Ukraine, comply with the principles of integrated study of the material. A good example of a high-quality selection of initial material (both relevant artistic texts and their methodical support), a successful combination of literary and linguistic

subject connections is ensured. With their help the foundation is laid for the formation of students' skills in a comprehensive vision of the problems of true reality, multifaceted approaches to their solution. As S. Shilo notes, "the most complete integration of subjects is carried out when semantic correspondence is established between programs or subjects, there is a central idea that combines the entire block of topics and problems considered in different subjects" (*Shylo, 2022, p. 14*).

Thus, the study of adjective-antonyms takes place on the basis of work with the poems of Oksana Senatovych ("Merry Snow") and Anatoly Kachan ("Crumbs of Bread") (*Chabayovska, Omelchenko, Sinilnyk*

ник, 2020, p. 19–20). The logic of placing tasks corresponds to the sequence of stages of an integrated lesson, which, in our opinion, can be one of the options for the work algorithm of the teacher and students when working on other works and language topics:

- work with the title and reader prediction;
- reading the first poetic text;
- conversation based on what has been read with the implementation of an activity approach, interdisciplinary connections, artistic context and the use of interactive methods (associative bush, clustering, cubing, Bloom's daisy, "Six Hats" technology, Venn diagram, SWOT analysis, etc.);
- oral and written work with language material in the read text;
- work with the dictionary;
- reading the second poetic text;
- discussion of the reading with an explanation of the meaning and selective reading;
- oral and written work with language material in the read text;
- work with proverbs in literary and linguistic terms;
- repetition of previously studied material;
- constructive task (work with deformed text, selective reading, citation characteristics, etc.);
- creative task using the "Storytelling" technology or project activity;
- reflection.

It is worth noting that the optimal model of integration in primary school is the integration of educational fields around a socio-cultural theme/problem during thematic weeks/days. An example of taking this aspect into account when compiling a textbook for an integrated course of Ukrainian language and reading is Hanna Ostapenko's textbook for the 3rd grade (*Ostapenko, 2020*).

Integration of foreign language lessons and reading requires more effort from the teacher, because it is recommended to single-handedly select authentic texts in English and/or Ukrainian in order to process them with the children so that to assimilate and analyze the content of the reading

and learn the language topic. The analysis of methodological developments of integrated English language classes in primary school showed that they are mostly aimed at integrating topics from a foreign language and classes "I explore the world" or "Arts", but among them there are also those that take into account the content and tasks of literary education, involve active and productive work with texts. For example, the synopsis of the integrated lesson for the 3rd grade "Snow White", developed by Olga Sukholetova and Iryna Yurkova (*Sukholetova, Юркова, 2020*), provides for work on the stories of V. Sukhomlynsky and the study of everyday expressions, greetings, descriptions of nature in English. Roughly, such a lesson can consist of the following stages:

- greetings in English;
- articulation exercises and exercises on the development of reading abilities and skills;
- working with riddles in Ukrainian and English in order to predict the topic of the lesson;
- dictionary work in pairs or groups;
- pre-reading/listening activities and preparation of students to perceive the content of the text using exercises, crosswords, riddles or games in English;
- brief information about the author of the work being studied (or other context of the work);
- expressive reading of the work by the teacher and students (using different types of reading) or listening to the audio recording (while-reading/listening activities);
- conversation (testing) based on the reading and comprehension of the content of the work using interactive methods (post-reading/listening activities);
- work in pairs with the aim of developing foreign language monologic and dialogic speech;
- work with the title and language of the work, analysis of language units;
- the game "Complete the sentence" (or add a sign word, action word, etc.);

• discussion of what was read in the context of what was previously studied and with an orientation to the life experience, observations, evaluations and conclusions of the students;

- reflection.

In order to successfully implement the presented model, the teacher must be competent in innovative learning technologies (*Budnyk, 2021*), in particular digital tools, and be able to use them to increase student motivation, the effectiveness of perception and assimilation of educational material. It is about the use of multimedia presentations in classes as a visual accompaniment to learning, exercises and tasks created in LearningApps, interactive posters (*Kachak, 2021*) and mental maps (*Kachak & Kachak, 2022*), test tasks in Kahoot! (*Blyznyuk, 2021*), working with the board in the Padlet program or other ICT resources. As Kar-Tin Lee claims, "true cross-curricular integration can take place only when teachers appreciate the rich potential of ICT for enabling more effective learning where ICT is subordinated to the learning goals of the school" (*Lee, 2002*).

Conclusions and prospects for further research. The specificity of integrated learning is that this technology creates conditions for changing the types of activities of learners, ensures the system (criticality) of their thinking and the integrity of knowledge, the ability to apply it in everyday life. It guarantees the teacher freedom of choice of the educational contents, form, methods and topics.

The integration of linguistic and literary material within integrated courses is effective and efficient if the teacher organically combines the content of language and reading at all stages of the class. The students' activities are aimed at the formation of communicative, linguistic (in other languages, in foreign language classes) and literary competences. It is not recommended to study literary texts separately, but to study the rules and perform language exercises separately. In integrated classes,

literary and linguistic knowledge, skills and abilities are trained alongside the process of working on a appropriately selected text. Conventionally, the sequence of stages can be outlined as reading – discussion – analysis of the work in literary and linguistic terms – work with language units – development of speech, etc.

The developed and presented three-level model of integration of Ukrainian language and reading classes, foreign language and reading classes provides for the correct, appropriate, logical and professional combination of literary and linguistic material into a single block. It enables the use of effective methods and forms of work, interactive interaction, variation of reproductive, constructive and creative tasks; implementation of the activity approach; active use of ICT, interdisciplinary connections and artistic context.

REFERENCES

- Blyznyuk, T. (2021). Digital tools for online and offline education. Textbook. Ivano-Frankivsk. 64 p.
- Budnyk, O. (2021). Підготовка вчителя до розвитку цифрової грамотності учнів Нової Української школи. Цифрова освіта. Івано-Франківськ: Прикарпатський національний університет імені Василя Стефаника. 296 с.
- Chabayovska, M. I., Омельченко, Н. М., Синільник, В. В. (2020). Українська мова та читання. Тернопіль: Астон. 160 с. Ч. 2.
- Chekina, O. Ю. (2011). Інтегровані уроки у початковій школі. Харків: Основа, "Тріада+". 192 с.
- Shyash, S. Інтегрований підхід до навчання у початковій школі, його педагогічна цінність. *Актуальні питання гуманітарних наук: міжвуз. зб. наук. праць мол. вчених Дрогобицького держ. універ. ім. І.Франка*, 6, 57–65.
- Integrated навчання: тематичний і діяльнісний підходи (Частина 1). (2017). Retrieved from <http://nus.org.ua/articles/integrovanenavchannya-tematychnyj-i-diyalnisnyj-pidhody-chastyna-1/>
- Integrative approach: актуальність, сутність, особливості впровадження в умовах початкової школи. (2018). Харків: Друкарня Мадрид. 76 с.
- Ivanchuk, M. (2004). Інтегрований урок як специфічна форма організації навчання. *Початкова школа*, 5, 10–13.
- Kachak, T., Kachak, K. (2022). Mind Maps as a Tool for Visualization and Structuring of Linguistic and Literary Material in the Process of Teaching Students. *Journal of Vasyl Stefanyk Precarpathian National University*, 9, 92–100. DOI: <https://doi.org/10.15330/jpnu.9.1.92-100>
- Kachak, T. B. (2021). Digital instruments of literary education of future primary school teachers in the conditions of distance learning. *Information Technologies and Learning Tools*, 86(6), 144–169. DOI: <https://doi.org/10.33407/itlt.v86i6.4079>
- Kachak, T. B. (2011). Literary education of junior high school students. Textbook. Ivano-Frankivsk. 44 p.
- Lee, Kar-Tin. (2002). Effective Teaching in the Information Era: Fostering an ICT-based Integrated Learning Environment in Schools. *Asia-Pacific Journal of Teacher Education & Development*, 5(1), 21–45.
- New українська школа: порадник для вчителя. (2017). Київ: Видавничий дім "Плеяди". 206 с.
- Ostapenko, G. S. Українська мова та читання. (2020). Київ: Світич. Ч. 1. 144 с.; Ч. 2. 144 с.
- Palyonko, N. (2017). Місце і роль інтеграції в системі стандартів нового покоління в початковій школі. *Інтеграція навчальних предметів в початковій школі як ефективна форма навчання молодших школярів. Матеріали інтернет-семінару*. Черкаси, С. 16–18.
- Savchenko, O. (1997). Дидактика початкової школи. Київ: Абрис. 416 с.
- Shylo, S. (2022). Інтегровані технології як спосіб організації ефективного уроку в період воєнного стану. *Педагогічний вісник*, 1–2, 13–15.
- State стандарт початкової освіти. (2019). Retrieved from <https://zakon.rada.gov.ua/laws/show/688-2019-%D0%BF#Text>
- Sukholetova, O, Юркова, І. (2020). Розробка інтегрованого уроку з позакласного читання та англійської мови у 3-му класі "Зима-білосніжка". На урок. Відновлено з <https://naurok.com.ua/rozrobka-integrovanogo-uroku-z-pozaklasnogo-chitannya-ta-angliysko-movi-u-3-mu-klasi-zima-bilosnizhka-220204.html>
- Typical освітня програма, розроблена під керівництвом Р. Б. Шияна. 3–4 клас. (2022). Міністерство освіти і науки України. Відновлено з <https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-1-4-klas/2022/08/15/Tyrova.osvitnya.prohrama.1-4/Tyrova.osvitnya.prohrama.3-4.Shyuan.pdf>
- Vashulenko, M., Бібік, Н., Кочина, Л. (2001). Програма інтегрованого курсу (навчання грамоти, математика, навколишній світ). *Початкова школа*, 8, 24–30.

Стаття надійшла 27.04.2023 р.