

INTEGRATED CONTENT LINES IN THE PROCESS OF TEACHING FOREIGN LANGUAGES TO STUDENTS OF GYMNASIUM AND FORMS OF THEIR IMPLEMENTATION

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In addition to key competences, the New Ukrainian School and the curricula in foreign languages for basic school (grades 5–9) have identified four integrated content lines that are common to all school subjects and all years of schooling [1; 2].

The implementation of the integrated content line “*Environmental Security and Sustainable Development*” is connected with the formation of students’ readiness to assess the effects of human activity on the environment, understanding the need to protect nature, willingness to participate in environmental protection activities, awareness of the importance of this work to future generations. Talking of sustainable development, we understand the development that allows our generation to satisfy its needs without harming future generations. While working on the topics “Environment”, “Nature”, “Travelling”, “Health”, it is possible to form the understanding that a person is a part of nature and its existence directly depends on the environment that should be protected. This line is carried out by means of projects, integrated lessons, non-standard lessons, interactive methods, etc.

The implementation of the integrated content line “*Civil Responsibility*” is aimed at forming a responsible citizen of our society, capable of intercultural communication and interaction. First of all, students need to know their rights and responsibilities. In addition, it is important to teach students to collaborate in groups, to be responsible, to find ways of working and behaviors to achieve their goals, but without violating the rights of others. This can be facilitated by working in groups on various creative tasks, which contributes to formation of student’s ability to collaborate qualitatively, develop creativity, confidence and leadership.

The implementation of the integrated content line “*Health and Safety*” is aimed at maintaining the health of the younger generation. This is a rational, healthy food, safe behaviour and a healthy lifestyle. The implementation of this line should provide interesting forms of work, change of activity, active methods, physical minutes, relaxation minutes and more. It is important to form a negative children’s attitude to drugs, violence, bad habits, to teach them to distinguish between safe and dangerous behaviour and its consequences not only in life but also on the Internet,

distinguishing between true and exaggerated information. To implement this line, the topics “Food”, “Sport”, “Health”, “Internet”, “Rest and leisure” can be used.

The implementation of the integrated content line “*Entrepreneurship and Financial Literacy*” will provide students with the ability to plan and develop different tasks, present themselves and their achievements, make decisions, make calculations. In the process of studying the topics “Clothes”, “Food”, “Health”, “My Family”, students should be introduced to vocabulary concerning the purchase and consumption of goods, international size standards, types of sales and payment of goods and other special terms that may be needed by a person in the modern world.

The integrated content lines are formed in foreign language lessons through a variety of teaching methods / technologies, which include:

- *interactive methods*, providing student’s activity in the lesson;
- *integration methods*, helping students understand that everything in life is interconnected and the knowledge they acquired may be needed at any time;
- *cooperative training*, forming social skills, leadership skills, ability to work effectively in a team;
- *role-playing and business games* that are very effective in learning a foreign language, as they stimulate students to foreign language communication;
- *project technologies*, allowing to form creative thinking, a sense of responsibility, the ability to work well in a team and present the results of students work;
- “*blended learning*” *methods*, that is, a combination of traditional and distance learning, has already become an integral part of our rapid information and technical progress;
- *going outside the class* for excursions or research, motivates and activates children to learn new things;
- *reliance on students’ experience* will turn them into active participants in the educational process and connect learning with life;
- *appropriate forms of assessment, self-assessment and mutual assessment* form the students’ ability to introspection, the ability to see their own mistakes, the ability to compare, analyze, evaluate others and perceive criticism.

So, we must form a creative and responsible person, who can quickly adapt to today’s changing world, will be able to constantly learn, think critically, generate new ideas and skillfully use them in various life situations.

Among a large number of innovative technologies, most educational theorists and practitioners today prefer interactive teaching methods. *Interactive teaching* can

be defined as a dialogue, or a polylogue teaching, which occurs with the constant and active interaction of all participants of the educational process.

In foreign language lessons, interactive learning has become widely used within the so-called student-centered approach, the essence of which is to maximize the transfer of the learning initiative to the student himself, as well as learning in collaboration. As an example, we will give several interactive methods that, in our opinion, are appropriate to use in foreign language lessons in grades 5-6 of the gymnasium to form integrated content lines.

“**Brainstorm**” is an interactive technology for collective discussion of a problem in order to solve it, increase mental and creative activity of participants, and the possibility to express their thoughts freely. The purpose of “brainstorming” is to gather as many ideas as possible on the problem from all students for a limited period of time.

After clearly formulating a problematic question by a teacher, which is best written on the blackboard, all students should express their ideas, comments, phrases or words related to the problem. The teacher should not comment, ask questions, draw negative conclusions.

Example: *Why do people become ill? What should people do to be healthy? (S – student).*

S1: I think people become ill because of pollution.

S2: I agree with you. But bad health begins with bad (unhealthy, harmful) food. Some eat the wrong kind of food.

S3: Yes, you are right. And what about stress? You know, our life is full of problem and some people can't control this.

S4: As for me, sport is very important for our life. That's why if you want to be healthy – go in for sports or take regular exercise.

S5: So, we must remember some rules if we want to be healthy: 1) Don't pollute the environment. 2) Eat healthy food. 3) Smile, don't worry, be happy! 4) Take regular exercise or go in for sports.

“**A cluster**” is a graphical organization of material that shows the semantic field and structure of the topic content or individual concept. The key word is written in the centre, the rays branch out of it in different directions, which record the words revealing the meaning of the key concept. In turn, these words on the rays can also be “unpacked” as new clusters.

For example, in the process of forming the integrated content line “Health and Safety” the word “Ukrainian meals” is written in the centre, from which the rays diverge to three words: “breakfast”, “dinner”, “supper”. In turn, from these words other rays branch out with their details (*breakfast*: bread and butter, omelet,

vegetables, tea; *dinner*: borshch, cutlets, salad, uzvar; *supper*: fish with boiled potatoes, cocoa, etc.

The project method is a comprehensive method, allowing to build the educational process based on the interests of students, gives them the opportunity to show independence in the planning, organization and control of their educational and cognitive activities, the result of which is the creation of a specific product or phenomenon. The method is based on the development of cognitive and creative interests of students and their critical thinking, the ability to independently construct their knowledge, navigate the information space. Project work is best used at the final stage after mastering a particular integrated content line. The method provides for non-

standard lessons: a lesson-debate, discussion, lesson-travel, quiz and others.

For example: a discussion question “**To be healthy we must...**”. *The following phrases may be continued:* have healthy food, have healthy sleep, have good habits, have positive thinking, have regular active rest, take care of our body, take care of our clothes, take care of the place we live, go in for sports or do physical exercises, etc. (Fig. 1).

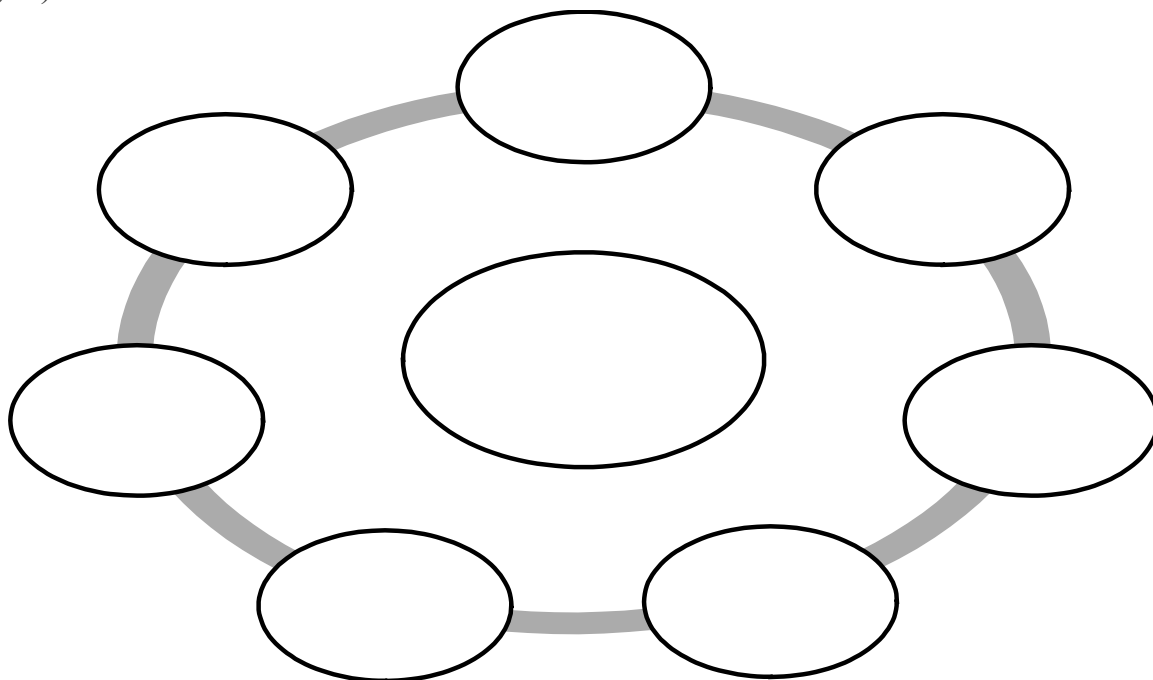


Fig. 1. **What must we do to be healthy?**

The use of interactive methods allows to realize the idea of cooperation between those who teach (teachers) and those who are taught (students), teach them constructive interaction, promotes the psychological climate in the classroom, creates a friendly atmosphere, significantly increases the motivation of students to study.

References:

1. *New Ukrainian School: Conceptual Principles of Secondary School Reform.* (2016). Kyiv, Ministry of Education and Science of Ukraine. (in Ukrainian).
2. *Foreign Languages. Grades 5–9: curricula, methodological recommendations for the organization of the educational process in 2017/2018.* (2017). Kharkiv: Ranok. (in Ukrainian).