

IMPLEMENTATION OF INTEGRATED CONTENT LINES IN FOREIGN LANGUAGE LESSONS IN GRADES 5-6 OF GYMNASIUMS

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The author has set herself a task to clarify the essence of the concept of «integrated content lines» and reveal the peculiarities of their implementation in the process of teaching a foreign language to students of gymnasiums in grades 5—6 in accordance with the competence-based approach. To perform it, she deeply analyzed the new regulatory documents on basic secondary education, including teaching in gymnasiums; determined the essence of integrated content lines in the educational process as a whole and in the foreign language course of the gymnasium in particular. The article describes four integrated content lines in teaching foreign languages to students in grades 5—6, which are correlated with individual key competencies, their common skills are highlighted. Examples of correlation between integrated content lines and individual key competencies, as well as their duplications are given. According to the author, it is necessary to carefully review the curricula and remove those skills that are duplicated in the integrated content lines and key competences.

Keywords: competence-based approach; integrated content lines; foreign language; gymnasium.

Problem statement and topicality of the study. The competence-based approach is the basis of fundamental changes, strategies and tasks of modern national education and ensuring a continuous process for formation and development of a student's harmonious creative personality. Updating the content of foreign language teaching in general secondary education institutions, including gymnasiums, is also associated with the competence-based approach, focusing learning activities on developing the necessary life competences («life skills»), which in the future would enable them to feel free and comfortable in the contemporary

world space. One of the ways to solve this problem is the orientation of the state standards and curricula to the formation of key competences needed by every modern person to be successful. The main advantage of the New Ukrainian School reform, which started on September 1, 2018, is the introduction of a competence-based approach to the formation of the content and organization of the educational process. And this means that students not only gain knowledge, but also learn to use them in practice.

Analysis of latest studies and publications. The analysis of the scientific and methodological literature showed that the problem identified by us is most fully covered in relation to school subjects of natural and mathematical cycle. As for a foreign language, there are only a few publications with a description of some content lines in the process of teaching students of higher educational institutions, in particular, communicative (S. Karychkovska) and sociocultural (Yu. Bezhin, I. Ivanova). The most complete issues for the implementation of integrated content lines in foreign language lessons in primary school were reflected in separate publications of T. Polonska, which highlighted the formation of cross-cutting content lines in foreign language lessons in primary school in accordance with a competence-oriented approach [1] and by means of game technology [2]. However, the problems on the implementation of integrated content lines in a basic secondary school, their correlation with key competences and the reflection in the topic of situational communication have not yet been studied by anyone.

The purpose of the article is to clarify the essence of «integrated content lines» concept and reveal the features of their implementation in the process of teaching foreign languages to students in grades 5–6 of gymnasiums according to a competence-based approach. Based on these objectives we set tasks to characterize the integrated content lines formed in the 5–6th grades gymnasiums on the basis of the analysis of curricula in foreign languages for a basic secondary school and correlate them with topics and compulsory learning outcomes (skills).

Outline of the main material. The newest understanding of the competence-based approach in general and key competences in particular include state documents, orienting and regulating the educational policy of Ukraine, namely: Laws of Ukraine «On Education» and «On General Secondary Education», the Concept of the New Ukrainian School, National Primary Education Standard, State Standards for General Secondary Education, typical curricula in foreign languages for institutions of general secondary education, etc.

These documents quite clearly declare the competence-based paradigm of national school education, the need for the formation of key competences and the competent personality of a modern student, who could live and create in a modern rapidly changing society. The main characteristic of the competence-based approach is to shift the emphasis from the learning process to its results. And the

urgent problem of a modern school is the formation of students' key competences, that is the ability to apply their knowledge into practice in real life situations.

In modern conditions, a foreign language is considered as a means of intercultural communication, a kind of a tool for learning another culture and popularizing one's own, which contributes to spiritual mutual enrichment and raising the level of humanitarian education. The competence-based approach to teaching foreign language communication is manifested primarily in the process of communicative activity, when students not only gain knowledge, but also carry out a system of training actions that ensure the mastery of this knowledge in practical activities. The teaching a foreign language in a basic secondary school is closely related to the educational branches of primary and profile (profession-oriented) schools, indicating its purpose, continuity and succession throughout the school course.

The purpose of basic general secondary education is to develop and socialize a student's personality, to form their national identity, a common cultural awareness, worldviews, ecological awareness, creativity, research and life-supporting skills, the ability to self-development and self-education in the context of global changes and challenges. The leading means of implementing this goal also extends to foreign language education, is a competence-based approach to organizing foreign language learning based on ten key competences as a result of learning.

The content of each education field is reflected in the content lines, defining its internal structure and systematizing specific expected results. In particular, a foreign language belongs to the linguistic and literary branch, and its content lines are: «Listening», «Visual Perception», «Spoken Interaction», «Oral Speech», «Written Interaction», «Written Speech», «Online Interaction». These content lines are nothing but components of the subject foreign language communicative competence and its components (linguistic, speech and sociolinguistic competences). But, in addition to content lines, *integrated or cross-cutting content lines* are also highlighted in curricula for all school subjects.

It should be noted that not a single pedagogical or methodical vocabulary has definitions of «content line» or «cross-cutting content line». According to P. Lerner, the concept of «cross-cutting content lines» is quite vague and even controversial. In some cases, from the standpoint of the «knowledge» approach, they determine the section (chapter, fragment, module, cluster) of the subject content of the educational material, and in others, from a competence-based approach, they reveal content lines as worldview, logical-algorithmic, information technology and modelling, which are aimed at forming the foundations of the scientific outlook, general educational and general cultural skills in working with information, preparing students for further professional activities, mastering information and telecommunication technologies. The scientist suggests that

«content lines» could ideally serve to increase the students' understanding the content of subjects and educational fields, that is a decrease in the degree of their alienation from personality-oriented knowledge [4].

To understand the nature and purpose of the cross-cutting content lines, let's turn to the works of V. Lednev, who formulated the principle of educational branches (subjects) reflection in the content of general education [5]. The principle of «binary entry of basic components into the structure of education», formulated by the author, implies that each educational branch is included in the content of education in two ways: first, as a separate subject and, secondly, implicitly as «cross-cutting lines» in the content of school education as a whole. For example, teaching English at a specialized school is carried out in the form of spoken interaction and various language-based activities in classes in several subjects (computer science, geography, art, etc.). Along with this in the curriculum there is a separate school subject «English language». The idea of «binary entry» works both at the interdisciplinary and intradisciplinary levels. Inside the course content, it is implemented using content lines.

The concept of «integrated or cross-cutting content lines» is introduced in the documents of the New Ukrainian School to emphasize certain key competences [6]. Integrated content lines are a means of integrating key and subject competences, courses and subject cycles; they must be taken into account in forming the school environment. Cross-cutting content lines, as well as key competences, are common to all subjects. These lines are cross-cutting because they permeate the content of education both horizontally (in different school subjects) and vertically (in teaching each subject by year), and are implemented throughout the course. The introduction of integrated content lines means a shift in focus to more applied aspects and doesn't provide for any radical changes in the organization and content of the educational process.

Implementation of integrated content lines (ICLs) in the subject of «a foreign language» of general secondary education institutions involves solving the problems of real content, implementation of interdisciplinary educational projects, work with different sources of information and formation of students' ability to apply integrated knowledge and skills in real life situations as well as overcoming the separation of school subjects.

Four integrated or cross-cutting content lines have been integrated in foreign languages curricula for 5–9 grades of general secondary education institutions to emphasize the key competences. In particular, these are such lines as: «Environmental Security and Sustainable Development», «Civil Responsibility», «Health and Safety», «Entrepreneurship and Financial Literacy» [3].

The ICL «*Environmental Security and Sustainable Development*» provides for the formation of students' social activity, responsibility and environmental awareness,

willingness to participate in solving environmental issues and the development of society, awareness of the importance in sustainable development for future generations. By means of a foreign language students are guided by the *skills*: to perceive nature as an integral system; be aware of the relationship between man and the environment and its dependence on natural resources; to discuss issues related to environmental protection at the level of region, country and global level; to present and discuss projects aimed at protecting the environment and ensuring its sustainable development. Formation of this line is proposed to be carried out in the process of teaching a foreign language within the following *topics* of the curriculum: Grade 5 — «Rest and Leisure», «Nature», «Hometown / Village», «School Life»; Grade 6 — «Travelling», «Ukraine».

The implementation of the ICL «*Civic Responsibility*» contributes to the formation of a responsible member of the community and society who understands the principles and mechanisms of their functioning. By means of a foreign language the students are guided by the *skills*: to give a reasonable assessment of life peculiarities in a democratic society and present a personal role in its development; to express civic position and views on various social problems both in the native country and in the world. The implementation of the line should be carried out within the following *topics*: Grade 5 — «Hometown / Village», «Holidays and Traditions»; Grade 6 — «Sport», «Great Britain», «Ukraine»; Grades 5 & 6 — «Me, My Family, My Friends», «Travelling», «School Life».

The ICL «*Health and Safety*» is aimed at educating the student as a spiritually, emotionally, socially and physically full member of society, able to live a healthy lifestyle and create a safe living environment. By means of a foreign language the students are guided by the *skills*: to debate around human health issues; be aware of the effects of bad habits on human health; to comply with traffic rules, rules of conduct on the water and in other places. The formation of the line is appropriate to carry out within the *topics*: Grade 5 — «Clothes», «Rest and Leisure», «School Life»; Grade 6 — «Me, My Family, My Friends», «Sport»; Grades 5 & 6 — «Food», «Travelling».

The ICL «*Entrepreneurship and Financial Literacy*» is aimed at developing a better understanding of practical aspects of financial issues for the young generation of Ukrainians (making savings, investing, borrowing, insurance, lending, etc.). By means of a foreign language the students are guided by the *skills*: to discuss specific issues of economic activity, as well as its role in the modern technological environment; talk about the prospects of own professional choice; to show their awareness and attitude to the financial capabilities of modern professions; to explain the features of economy and the competent distribution of finances / money. It is advisable to form a line within the following *topics*: Grade 5 — «Me, My Family, My Friends», «Food»; Grade 6 — «Shopping», «Travelling», «Great Britain».

These integrated content lines are correlated with individual key competences and contribute to the formation of values and worldview orientations of students, which determine their behaviour in real life situations (Table 1).

Table 1

Correlation of Integrated Content Lines and Key Competences

No.	Integrated Content Lines	Key Competences	Identical Skills for Integrated Content Lines and Key Competences
1.	Environmental Security and Sustainable Development	a) Environmental Awareness and Healthy Life; b) Basic Competences in Science and Technology	perceiving nature as an integral system; awareness of the relationship between man and the environment; discussing issues related to environmental protection; presenting and discussing projects aimed at protecting the environment; understanding global environmental issues
2.	Civic Responsibility	Social and Civic Competences	expressing own civic position and views on various social problems both in the native country and in the world
3.	Health and Safety	Environmental Awareness and a Healthy Life	promoting a healthy lifestyle; discussing human health issues and responsible attitude to one's own health and safety
4.	Entrepreneurship and Financial Literacy	Sense of Initiative and Entrepreneurship	discussing specific issues of economic activity, as well as its role in it; talking about prospects and benefits of the future profession

As we can see from Table 1, only the first integrated content line «Environmental Security and Sustainable Development» correlates with two key competences that are similar in name and content: «Environmental Awareness and Healthy Life» and «Basic Competences in Science and Technology». Other integrated content lines have one related key competence: «Civic Responsibility» — «Social and Civic Competences», «Health and Safety» — «Environmental Awareness and a Healthy Life», «Entrepreneurship and Financial Literacy» — «Sense of Initiative and Entrepreneurship».

Foreign language curricula provide relevant communication skills for all key competences and integrated content lines. We highlight common skills for the

integrated content lines and key competences indicated in the table, those that are completely identical in content (column 3). However, as a detailed analysis for the content of integrated content lines and related key competences shows, all integrated content lines (except «Environmental Security and Sustainable Development») have two more other skills, which are absent both from the list of key competences and from the common skills highlighted by us. That is, using these skills it is supposed to complement and expand the skills and relations of key competences.

In particular, the ICL «Civic Responsibility» complements the key competence of «Social and Civil Competences» with such additional skills as: a) to give a reasonable assessment of the life peculiarities in a democratic society and present a personal role in its development; b) to discuss questions about a person's role and place in today's multilingual and multicultural environment, substantiating views with relevant examples from the life of the world community.

The ICL «Health and Safety» deepens the key competence of «Environmental Awareness and Healthy Life» with the help of skills: a) be aware of the effects of bad habits on human health; b) to comply with traffic rules, rules of conduct on the water and in other places.

The key competence «Sense of Initiative and Entrepreneurship» is expanded by the ICL «Entrepreneurship and Financial Literacy» thanks to the following skills: a) be ready to show an awareness and attitude towards the financial capabilities of modern professions; b) be able to explain the features of economy and the competent distribution of finances / money.

As for the ICL «Environmental Security and Sustainable Development», all of its skills are reflected in key competences «Environmental Awareness and Healthy Life» and «Basic Competences in Science and Technology», there are no other additional skills.

In general, all integrated content lines are aimed at the formation of 14 skills, and related key competences are directed at 16 skills and 16 attitudes. If we talk about attitudes, they are actually identical to skills. For example, in the key competence «Environmental Literacy and Healthy Life» the skills *to develop, represent and justify projects aimed at protecting the environment* echoes the attitude of the same competence as *willingness to discuss environmental issues*. The same coincidence of skills and attitudes can be observed in other key competences.

A similar view is held by I. Yu. Holub after a thorough analysis of the new foreign language curriculum for grades 5—9. She comes to conclusion that duplicating ways to implement integrated content lines with key competences is superfluous and greatly complicates understanding of this regulatory document. To facilitate the work of teachers and methodologists, the researcher offers parts of the curriculum

dealing with common approaches to teaching foreign languages in accordance with the general goal of education, state as clearly and simply as possible [7].

Integrated content lines are implemented in foreign language lessons in the process of studying certain parts or topics by selecting relevant information, didactic materials, etc. The effectiveness of the compulsory learning outcomes defined within each integrated content line depends not only on its content, but also on the use of innovative and interactive forms and teaching methods in the lessons (project technologies, didactic and subject-role-playing games, stage plays, modelling, discussions, situational tasks, etc.). But these issues require additional study and publication.

Conclusions and further research prospects. We clarified the essence of the concept of «integrated content lines», revealed the peculiarities of the implementation of four ICLs in the process of teaching a foreign language to students of 5—6 grades in gymnasiums according to the competence-based approach; correlated these lines with individual key competences as well as with topics proposed in the curricula. Based on the analysis of current foreign language curricula for general secondary education institutions, we can conclude that in teaching foreign languages to students of the gymnasium, some integrated content lines are correlated with key competences and contribute to the formation of students' value and worldview orientations, defining their behaviour in various life situations, while others repeat them. It was also found that the indicative methods for implementing integrated content lines basically coincide with the expected learning outcomes (skills), that are parts of individual key competences. Whether these lines emphasize and strengthen key competences, or simply duplicate them, it's too early to say, since it will take some time for teachers to take a deeper look at updated curricula and test their positions in school practice. In our opinion, foreign languages curricula require careful review and removal of those skills, which are duplicated in integrated content lines and key competences. However, we have considered the theoretical aspect of the problem, which requires verification in pedagogical practice. Teachers-practitioners of foreign languages should express their thoughts after a deep study of updated curricula and the introduction of their innovations into practice of general secondary education institutions. Only by the results of students' educational learning outcomes it will be possible to judge the effectiveness or inefficiency of this normative document, and this requires a certain amount of time.

We see our further research prospects in studying the principle of continuity between primary and basic secondary schools in the formation of integrated content lines and its impact on the effectiveness of mastering students in a foreign language.

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РЕАЛІЗАЦІЯ ІНТЕГРОВаних Змістових ліній на уроках ІНОЗЕМНОЇ МОВИ у 5—6-х Класах Гімназій

Оновлення змісту навчання іноземних мов у закладах загальної середньої освіти, зокрема в гімназії, пов'язується з компетентнісним підходом, спрямуванням навчальної діяльності на вироблення в учнів необхідних життєвих компетентностей, котрі в майбутньому дали б їм змогу вільно й комфортно почуватися в сучасному світовому просторі. Одним із шляхів розв'язання цієї проблеми є орієнтація державних стандартів і навчальних програм на формування ключових компетентностей, необхідних кожній сучасній людині для успішної життєдіяльності. Інтегровані змістові лінії, про які йдеться в публікації, є невід'ємним компонентом компетентнісно орієнтованого навчання в сучасному вітчизняному закладі загальної середньої освіти. Авторка поставила завдання з'ясувати сутність поняття «інтегровані змістові лінії» та розкрити особливості їх реалізації у процесі навчання іноземної мови учнів 5—6-х класів гімназії на засадах компетентнісного підходу. З цією метою вона ретельно проаналізувала нові нормативні документи про загальну середню освіту, зокрема й базову, що здобувається в гімназії; визначила сутність інтегрованих змістових ліній в освітньому процесі в цілому та в курсі іноземної мови гімназії зокрема. Звернено увагу на різницю між поняттями «змістові лінії» і «наскрізні або інтегровані змістові лінії». У статті охарактеризовано чотири інтегровані змістові лінії, що реалізуються на уроках іноземної мови в гімназії на засадах компетентнісного підходу; визначено їх завдання й уміння, що формуються в межах тієї чи іншої лінії. З'ясовано, що реалізація інтегрованих змістових ліній спрямована на формування в учнів здатності застосовувати знання й уміння з іноземної мови в реальних життєвих ситуаціях. Інтегровані змістові лінії співвіднесено з подібними ключовими компетентностями, а також із запропонованими в навчальних програмах темами ситуативного спілкування. Дослідниця виокремила спільні вміння для інтегрованих змістових ліній і споріднених ключових компетентностей і навела приклади кореляції інтегрованих змістових ліній з окремими ключовими компетентностями та їх дублювання. Окрім того, виділено та проаналізовано вміння, яких немає як у переліку самих ключових компетентностей, так і у виділених спільних вміннях. На думку автора, саме за допомогою цих умінь передбачено доповнювати й розширювати вміння та ставлення ключових компетентностей. Висловлено думку

щодо необхідності ретельного перегляду програми та вилучення тих умінь, які дублюються в інтегрованих змістових лініях і ключових компетентностях.

Ключові слова: компетентнісний підхід, інтегровані змістові лінії, іноземна мова, гімназія.

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РЕАЛИЗАЦИЯ ИНТЕГРИРОВАННЫХ СОДЕРЖАТЕЛЬНЫХ ЛИНИЙ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА В 5-6 КЛАССАХ ГИМНАЗИЙ

Автор поставила перед собой задачу выяснить сущность понятия «интегрированные содержательные линии» и раскрыть особенности их реализации в процессе обучения иностранному языку учащихся 5—6-х классов гимназии на основе компетентного подхода. С этой целью она глубоко проанализировала новые нормативные документы о среднем образовании, в том числе о базовом, которое приобретает в гимназии; определила сущность интегрированных содержательных линий в образовательном процессе в целом и в курсе иностранного языка гимназии частности. В статье охарактеризованы четыре интегрированные содержательные линии в обучении иностранным языкам учащихся 5—6-х классов, которые соотнесены с отдельными ключевыми компетентностями и выделены их общие умения. Приведены примеры корреляции интегрированных содержательных линий с отдельными ключевыми компетенциями и их дублирования. Высказано мнение о необходимости тщательного пересмотра программы и изъятия тех умений, которые дублируются в интегрированных содержательных линиях и ключевых компетентностях.

Ключевые слова: компетентностный подход, интегрированные содержательные линии, иностранный язык, гимназия.