

**INTEGRATED APPROACH TO TEACHING HEBREW IN SCHOOLS OF UKRAINE:
IMPLEMENTATION OF THE EDUCATION CONTENT IN CURRICULA, TEXTBOOKS
AND MANUALS (ELEMENTARY SCHOOL)**

Bakulina Nataliia V.

PhD in Education

Independent scholar

Kyiv, Ukraine

ORCID iD: <https://orcid.org/0000-0002-8970-2660>

m.tel.: +380633404904 (Viber, WhatsApp)

e-mail: natusya29@ukr.net

Global challenges and tendencies in changing of value orientations, openness and pluralism of the contemporary turbulent world significantly influence the development of the new philosophy and methodology of the system of education.

Conceptual fundamentals of the development of the New Ukrainian School are an ideological triad of the modern paradigm of education: competence-based, integrative and culture-congruent. In this regard, modernization of education is considered on the basis of integration of the leading approaches to teaching – personality-oriented, activity and competence-based. It preconditions further upgrading of all the components of the system of education, in particular contemporary textbook-writing. Besides, improvement of technologies of development, analysis and assessment of textbooks are becoming especially topical.

The reinvention of the textbook functions takes place in the context of innovative processes in education and growing diversity of modern textbooks. Apart from traditional – *informative, enrichment, pedagogic and motivational components*, the general core functions of the textbook include the *functions of teaching* and *functions of interaction with daily reality and professional future life*. At that, the first group includes the functions of giving knowledge, development, revision of the acquired information and assessment of knowledge, while the second group presumes assistance in integration of knowledge (or Integrative function), the reference book and resource guide, as well as social and cultural upbringing [8, p. 64-73].

One of the most important functions of contemporary textbooks is *Integrative*, as it promotes formation of the core and subject-based competences in pupils/ students. Playing the role of the key component (the core) of teaching methodical support kit (TMSK) or being the element of didactic complex (DC), subordinated to one or the other technology of learning, a textbook may provide the main interconnected *factors of integration* such as: development of metacognition in terms of every subject (or vertical/ internal disciplinary integration), interdisciplinary connection with other subjects (or horizontal/ interdisciplinary integration) and transdisciplinary connection uniting the cognitive skills and behavioral norms common for all subjects (or diagonal integration) [9, p. 219], [8, c. 65]. This also concerns the other didactic literature, in particular manuals, workbooks, etc.

Implementation of the integrative function in textbooks and manuals is a complex multi-component process. It is both a thorough selection of the integrated learning content and development of corresponding methods and means for providing the various kinds of integration.

One of the possible ways of providing integration may be, for example, organization of *Integrative situations* – complex situations containing both necessary information for problem-solving and extra data for activation of the earlier acquired knowledge.

Creating Integrative situations in textbooks and manuals will allow a student/ pupil to accumulate earlier acquired knowledge and skills not mechanically but rather motivating them to integration and independent application of their knowledge in new conditions. While Integrative situation is defined in such features as *maximal proximity to reality*, which a student/ pupil may face

(the social function), *comprehensiveness* (contains both significant data and extra information not important information), *the need in applying the earlier acquired knowledge, correspondence to the level of pupils' skills* [10, p. 100], it will promote the development of Integrative skills, due to which it is possible to provide integration and eventually to acquire critical thinking and sustainable development of personality.

Integrative fundamentals provide the basics for contemporary content of teaching Hebrew at the elementary level, which is defined in the actual curricula for 1st - 2nd and 3rd - 4th forms of comprehensive educational institutions of Ukraine [1], [2].

The corresponding content of teaching Hebrew is implemented via the curriculum content lines in textbooks and manuals for elementary classes, which above all presumes the *vertical/interdisciplinary integration content* and defines the specificities of the taught subject according to the cycles of learning. It manifests in formation of integral communicative competence (integration of all its components – speech, linguistic, social and cultural, etc.), in interconnected learning of all kinds of speech activity (listening, speaking, reading, writing), in mastering the language on all language levels (in the 1st - 4th forms only on the practical level), in integration of the speech and literature content, etc.

Thus, in the 1st form it is represented with «The Practical Oral Course» (I semester) and «Learning Literacy» (II semester); in the 2nd it is the integrated course «Learning Literacy»; in the 3rd and 4th it is the integrated course of school subjects «Hebrew» and «Reading». For this in the actual textbooks in Hebrew for 1st - 4th forms for secondary education institutions of Ukraine [3], [4], [5], [6] there is selected corresponding speech, vocabulary, social and cultural didactic material – texts of various genres and styles, questions, illustrative material, well-developed exercises and tasks, special ways of presentation and orientation. Along with implementation of the internal disciplinary integration of education content, there was selected didactic material for implementation of *horizontal integration of teaching content via interdisciplinary connections*. It manifests in integration of the content of teaching Hebrew as well as tradition, literature, history and culture of Jewish people along with other languages and culture, in particular Ukrainian, natural sciences and modern information technologies, etc.

The first attempt of creating the integrated curriculum in practice teaching writing in Hebrew at the elementary level as well as the Jewish traditional culture was implemented during the development of a special workbook [7].

Working with the material of this workbook is aimed on one hand at forming penmanship and graphic skills of writing at the elementary level of teaching Hebrew, while on the other hand – on acquiring multilingual and intercultural competences.

For implementation of the *internal disciplinary integration* and taking into account linguo-didactic specificities of teaching Hebrew, the workbook is based on *the principle of calligraphy writing*. It is manifested in integration and structuring the group of letters according to the level of complexity of writing their forms and elements. Every next letter is introduced on the basis of the ones learnt before. Besides, the selected vocabulary is based on the graphic elements already learnt and motivates pupils to apply the acquired skills in new conditions.

The interdisciplinary integration is implemented via original culturological texts, written in Ukrainian, the drawings and illustrations revealing the main symbols and value of the fundamentals of Jewish traditional culture, as well as via cognitive material about every letter, its name, sound, symbolic and digital meaning.

The diagonal integration in textbooks and manuals of teaching Hebrew at elementary level is provided by means of mastering basic cognitive skills penetrating all the disciplines, i.e. aimed at formation of the key competences.

In this way, implementation of the Integrative function in textbooks and manuals with elementary level of teaching Hebrew provides formation of key and disciplinary competences in pupils, promotes successful achievement of the results of disciplinary content and enhancing the quality of education regarding Integrative approach to multilingual education in general.

Keywords: *Hebrew language; integration; Integrative function, Integrative situations; curriculum; textbooks; manuals.*

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