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## **INTEGRATIVE APPROACH FLT THE PUPILS OF PRIMARY SCHOOL IN TEACHING FOREIGN LANGUAGE**

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**Abstract:** The article substantiates the relevance of the approach, identifies the structural components of the integrated approach, explains the peculiarities of the integrated lessons and provides the results of the study. The integrative approach in the studying is a specific form of ensuring the comprehensiveness, integrity of students' knowledge and formation of their systemic thinking and scientific outlook.

**Keywords:** learning, integrated approach, foreign language, lesson, primary school

### **1. Introduction**

At the moment, changes are taking place in the Russian education system: it is becoming oriented towards the entering of the world educational space. Integration is one of the most significant innovative phenomena in the world. The process of modernization of Russian education involves the search and the introduction into practice of new forms of organization of the educational

process. In the conditions of lack of time devoted to creating the school curriculum, integrated lessons, assuming the use of information on a common topic from various subjects of the school cycle, have become particularly relevant. Such experiences allow them to take a fresh look at the issue of study and evaluate the opportunity to apply the knowledge gained in the study of one subject while studying another (Galskova, N.D., Gez, N.I., 2009: 50). In classical pedagogy, the most complete psychological and pedagogical substantiation of the academic significance of interdisciplinary connections was given by Konstantin Dmitrievich Ushinsky. He believed that "the knowledge and ideas communicated by any sciences should be organically built into a bright and extensive view of the world and its life."

The integration of knowledge can be one of the ways of mobility and variation of the educational content. Taking into account the age features of younger schoolchildren, when organizing integrated learning, it is possible to show the world in all its diversity with the involvement of various knowledge, which contributes to the emotional development of the child's personality and the formation of the creative thinking.

The integrated lesson is one of the innovations of the modern technique. This technology boldly intrudes into unshakable school curricula and binds at first glance incompatible subjects. Thus, the integration of subjects contributes to the formation of above-subject competences and increases the motivation of students for learning. (Zimnyaya, I.A., Zemtsova, E.V., 2008:14).

## **2. Purpose**

The main objectives are – to consider structural components in primary school, to identify the advantages and features of the approach, to summarize the results of the study.

## **3. Methodology and subheadings**

The integration in the pedagogical process is one of the sides of the development process associated with the unification

of previously separate parts into a whole. This process can take place both within the framework of the already established system and within the context of the new system. The essence of the integration process is qualitative transformations within each element entering the system. In the works of V.V. Kraevsky, A.V. Petrovsky, N.F. Talyzina the issues of integrating pedagogy with other sciences are widely considered. G.D. Glazer and V.S. Lednev reveal ways of integration in the content of education. In the works of L.I. Novikova and V.A. Karakovsky revealed the problems of integration of educational effects on the child. Integration in the organization of studying is considered in the works of S.M. Gapeenkova and G.F. Fedorets. Scientists have determined the methodological foundations of integration in pedagogy: a philosophical concept of the leading role of activity in the development of a child; provision on a systematic and holistic approach to pedagogical phenomena; psychological theories about the relationship of the processes of education and development (Shchukin, A.N. 2006:331). Based on the selected methodological provisions, scientists identify a number of concepts: the integration process, the principle of integration, the integrative methods, the integrative approach.

An integrated lesson is a particular type of teaching that combines learning in several disciplines simultaneously while studying a single concept, topic or phenomenon. In such an experience, the leading discipline acting as an integrator and auxiliary disciplines contributing to the deepening, expansion, refinement of the material of the leading discipline are always highlighted.

The main objectives of such training:

1. Creating optimal conditions for the development of students' thinking in the process of teaching based on the integration of various subjects.
2. Overcoming some of the contradictions of the learning process.
3. Activation of students' cognitive and creative activities during the lesson.

The principles of integrated learning are designed to work sufficiently to achieve the primary goal of integrated learning – the development of students' thinking:

- Synthesized knowledge. Holistic, synthesized, the systematic perception of the issues studied on a particular topic contributes to the development of breadth of thinking. The statement of the problem investigated by the methods of integration develops focus and activity of thought.

- In-depth study. A deeper insight into the subject under investigation contributes to the development of the depth of thinking.

- The urgency of the problem, or the practical significance of the problem. Mandatory implementation of the problem in some concrete situation enhances the actual orientation of training, which develops critical thinking, the ability to compare theory with practice.

- Alternative solutions. New approaches to a known position, non-standard ways of solving a problem, the possibility of choosing a solution to this problem contribute to the development of flexibility of thinking, develop originality of thinking. Comparison of decisions develops activity, criticality, organized thinking. Due to the desire to carry out a reasonable choice of actions, to find the shortest way to achieve the goal, purposefulness, rationality, economy of thinking are developed.

- Proof of decision. Evidence of solving a problem develops evidence of thinking.

### ***3.1. The structure of the integrated lesson***

The structure of the integrated lessons differs from the usual lessons in the following features:

- maximum clarity, compactness, conciseness of educational material;

- logical interdependence, the interconnectedness of the content of integrable objects at each stage of the lesson; sizeable

informative capacity of educational material used in the experience.

For planning and organizing such lessons, it is essential for the teacher to consider the following conditions:

- In the form of integrated lessons, it is advisable to carry out generalizing lessons on which the problems most important for two or several subjects will be revealed, but an integrated lesson can be any lesson with its structure, if knowledge, skills, and results of the analysis of the material being studied are used to conduct it Sciences, other academic subjects.

- In an integrated lesson from a single subject, one is leading.

The integrative approach includes the components: methodical, organizational-active and informative.

A methodical aspect includes the integration of teaching methods of various disciplines. For example, it is necessary to use such pedagogical technologies as the method of projects, role-playing games, case-based techniques. The particular importance is problematic tasks, through the analysis of which students are trying to understand better the essence of phenomena, which leads to a deeper understanding of themselves. And understanding themselves, knowing their needs, students are even more eager for self-development. Organizational- active component involves the integration of forms of learning various subjects, which will promote the use of more creative tasks, aimed at the formation of creativity and the destruction of student stereotypes.

The substantive component includes educational activities (using the methods described above, qualitative selection of material that contributes to the achievement of the objectives of the integrative course) and extracurricular activities (intercultural interaction, a self-dependent study of the content).

The following basic principles of an integrative approach to teaching a foreign language can be distinguished:

- the principle of cultural conformity;

- the principle of creativity;
- the principle of orientation to self-development and self-education;
- the principle of variation;
- the principle of multicultural self-determination and self-actualization of the individual;
- the principle of tolerance;
- the principle of dialogue of cultures.

Among the main goals of the integrative approach in teaching a foreign language, it seems to us essential to highlight the following:

- formation of a complete picture of the world (students deeper understand the purpose of studying subjects, realizing the connection between them, thus increasing the motivation to the learning process);
- the formation of new skills and abilities due to the interpenetration and mutual enrichment of the system with elements of various methods (thanks to this, the possibilities of the students are expanded);
- the formation of a new type of personality, free from stereotypes and free in the choice of actions, which is essential in connection with the establishment of a personality ready for constructive intercultural communication;
- formation of a tolerant character, which at this stage of development of society is one of the priority tasks of the educational system; formation (by creating problem situations) of a creative person, ready to search for solutions in non-standard situations;
- the creation of moral values of students (the inclusion of material of a moral nature); formation of fundamental competencies (communicative, sociocultural, educational and cognitive). The result of the use of an integrative approach in teaching a foreign language is: intensification of the learning process, systematization of educational and cognitive activity, formation of critical

competencies, formation of a personality ready for effective intercultural communication, establishment of students' professional skills, comprehensive development of personality, formation of thinking variability, creation of a new type of student personality.

### ***3.2. Benefits of integration during the lesson***

The integrated lessons give the student a reasonably broad and vivid picture of the world in which he lives, the interrelation of phenomena and objects, mutual assistance, and the existence of a diverse world of material and artistic culture. The primary emphasis falls not so much on the assimilation of specific knowledge, but on the development of symbolic thinking. Integrated lessons also imply the compulsory growth of students' creative activity. It allows you to use the content of all subjects, to attract information from various fields of science, culture, art, referring to the phenomena and events of the surrounding life.

The benefits of integrated lessons are that they:

- contribute to enhancing the motivation of learning, the formation of the cognitive interest of students, a holistic scientific picture of the world and the consideration of the phenomenon from several sides;

- not only deepen the idea of the subject, broaden their horizons, but also contribute to the formation of a diversified, harmoniously and intellectually developed personality;

- integration is a source of finding links between facts that confirm or deepen certain conclusions, the observations of students in various subjects;

- integrated lessons allow you to systematize knowledge;
- form more general educational skills, and rational skills of scholarly work;

- the integrated lessons develop the potential of the students themselves, encourage them to learn about the surrounding reality actively, to comprehend and find cause-effect relationships, to build logic, thinking, and communicative abilities. More

than usual, they contribute to the development of speech, the formation of the ability to compare, generalize, draw conclusions:

- the form of conducting integrated lessons is non-standard, fascinating;
- the use of various types of work supports the attention of students at a high level, which allows us to speak about the developing effectiveness of such lessons;
- they relieve fatigue, overstrain students due to switching to a variety of activities, dramatically increase cognitive interest, serve to develop the imagination, attention, thinking, speech and memory of schoolchildren.

Integration provides an opportunity for self-realization, self-expression, teacher's creativity, contributes to the disclosure of the abilities of his students. A combination is a source of finding new facts that confirm or deepen certain conclusions, the observations of students in various subjects.

The integrated lessons give the student a relatively broad and vivid picture of the world in which he lives, mutual assistance, and the existence of a diverse world of material and artistic culture. The primary emphasis in an integrated lesson falls not so much on the mastering of knowledge about the relationship of phenomena and objects, as on the development of symbolic thinking. Integrated experiences also imply the compulsory growth of students' creative activity. It allows you to use the content of all subjects, to attract information from various fields of science, culture, art, referring to the phenomena and events of the surrounding life.

### ***3.3. The specific character of the English lesson***

A foreign language lesson has a particular specificity that a foreign language teacher cannot ignore. Currently, the global goal of mastering a foreign language is considered to be the introduction to a different culture and participation in the dialogue of cultures. This goal is achieved through the formation of the ability to



intercultural communication. It is the teaching, organized by communicative tasks, teaching foreign language communication, using all the necessary functions and techniques for this, is a distinctive feature of a foreign language lesson.

Foreign language communication is based on the theory of speech activity. Communicative learning of a foreign language is activity-related since verbal communication is carried out through “speech activity,” which, in turn, serves to solve the problems of productive human activity in the context of “social interaction” of people communicating. The participants of communication are trying to solve real and imaginary problems of joint activities with the help of a foreign language.

The activity essence of communicative-oriented learning of a foreign language is realized in the context of a humanistic approach to learning. With this approach, real conditions are created for the active and free development of the individual.

In general terms, these conditions are followed:

- students have the opportunity to free expression of their thoughts and feelings in the process of communication;
- each participant of discussion remains in focus of attention of the others;
- participants of communication feel safe from criticism, prosecution for mistakes and punishment. With a humanistic approach to learning, the cognitive barriers characteristic of the learning process disappear, reducing the motivation of students and encouraging them to irritability (Kulnevich, S.V., 2002:195).

The humanistic approach involves learning centered on the student. It means that the teaching, or more precisely, the students interacting with each other, is the center of cognitive activity in the classroom (Passov, E.I., 2010:184).

Summarizing the above, it is necessary to emphasize the importance of interaction and cooperation of students, as well as vocal tasks for the organization of communicative learning of the language. Communicative learning includes the formation of a communicative concept, that is, an internal readiness and ability

for verbal communication, orienting students to “entering” into another cultural space. For such training is characterized primarily non-traditional forms of training.

#### **4. Findings**

In the process of identifying the possibilities of using an integrative approach in primary school, a study was organized. The basis of the study is 3 "A" Moscow school №904. The research involves 20 students. The learning bases on a modular program-a course of 8 modules (each module contains six lessons):

Module1: School days!

(students learn how to represent themselves and others, to talk about school subjects)

Module2: Family Moments!

(to teach students to name and represent family members)

Module3: All the things I like!

(to teach students to talk about food and drink, they like and dislike, food)

Module4: Come in and play!

(to teach students to call toys and say who they belong to, call items in the room)

Module5: Furry friends!

(to teach students to describe animals, to talk about what animals can and cannot do) Module6: Home, sweet home!

(teach to talk about the location of objects in the house.)

Module7: A Day Off!

(to teach students to talk about what they are doing in their free time)

Module8: Day by day!

(teach to tell about the daily routine, call the time, ask and answer, what time is it).

In the study of given modules and topics, in addition to the educational material, were used booklets with handouts (Picture Flashcards) and posters; audio cassettes / CDs and video materials containing additional visual material for better understanding

the new theme. At the end of the study, the following results were obtained:

1. Personal results of mastering the integrated program in the English language:

- the formation of the civil identity of the individual, mainly in its general cultural component; establishment of goodwill, respect, and tolerance towards other countries;
- awareness of the language, including foreign, as the primary means of communication between people;
- acquaintance with the world of international peers using the mechanisms of the foreign language being studied (through children's folklore, some samples of children's fiction, traditions, intercultural communication).

2. Meta-subject results of mastering the leading educational program:

- development of the ability to interact with others, performing different roles within the speech needs and capabilities of the younger student;
- development of student's communicative skills, the ability to choose adequate language and speech means for successfully solving an elementary communicative task;
- expansion of the general linguistic outlook of the younger student;
- development of the cognitive, emotional and volitional spheres of the younger student; formation of motivation to learn a foreign language;

3. Subject results of mastering the primary educational program:

- acquisition of initial oral and written communication skills with native speakers based on their speech capabilities and needs; learning the rules of speech and non-speech behavior;
- mastering the initial linguistic concepts necessary for mastering, at an elementary level, oral and written discourse in a foreign language, expanding the linguistic horizon.

## 5. Discussion

The modern learning process of teaching a foreign language at school is inevitably associated with the motives and goals that are socially and personally important for the student, specific communicative needs, spheres and situations of practical use. Practical purposes, firstly, in the development of skills and communication skills in a foreign language, and secondly, in providing knowledge of the language system, from which further self-improvement in the language is possible.

Integration in an application means merging into a single whole the content, forms, methods, principles of learning and the interpenetration of language training in general educational and cultural spheres. Integrated education is not regulated by any subject, age categories of students, or themes. It is directly related to the personal interest of the teacher to make his lesson more informative, to interest students, to contribute to the development of language erudition, to create a creative atmosphere in the teaching. With a specific preparation, an experience can be used by each teacher at any level of learning a foreign language, since the integration field is vast.

In integrated lessons, children work easily and learn with great interest extensive material. It is also important that the acquired knowledge and skills are used by younger schoolchildren in their practical activities not only in standard learning situations, but also provide an outlet for the manifestation of creativity, for the manifestation of intellectual abilities. From school practice it is known that issues requiring consideration of something from the unusual side, often put children in a dead end. And this is understandable: after all, they were not taught this. Of course, to see something in a new way, and not in the way you saw before, is not an easy task. But this can be learned by directing the learning process to the development of students' creative abilities.

The introduction of an integrated system can, with a greater degree than traditional subject teaching, contribute to the devel-

opment of a widely erudite person with a holistic worldview, the ability to systematize his knowledge independently and to approach non-traditional solutions to various problems. On the other hand, this method of teaching is desirable for teachers: it helps them to assess the abilities and knowledge of the child better, to understand it, prompts him to look for new, non-traditional forms and methods of teaching.

The work practice showed the fruitfulness of integration and revealed the prospects for further development and improvement of such an approach to learning. Each of us strives for pedagogical skills. It is achieved, in addition to thorough preparation for their lessons, deep self-analysis, studying the experience of their colleagues and introducing into their practice the most exciting and effective methods of work, and integrated learning is an example.

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