THE INTEGRATIVE APPROACH IN ENGLISH TEACHING ON THE BASE OF DRAMA IN THE MULTIPROFILE TV STUDIO

Marina G. Petrova¹, Anastasiya S. Martynova²

¹, ²Institute of Foreign Languages
Peoples' Friendship University of Russia
Moscow, Russia
¹e-mail: petrmar2005@mail.ru
ORCID iD: 0000-0002-9147-6199
²e-mail: mar-nastyukha@yandex.ru
ORCID iD: 0000-0001-5053-2580

Abstract. Comprehensive student training is an urgent problem at the present stage of society's development. It consists of successive phases of qualification growth and provides for a multivariate result, the development and formation of a morally mature personality, capable of actively participating in social life. The principal element in such training is humanitarian, which allows forming a free character with independent creative thinking and the ability to continuous self-improvement. Integration is one of the promising methodological directions of the new education. The process of teaching a foreign language at a university has unique requirements. Their practical implementation is possible in the context of the interconnectedness of teaching all types of speech activity, the active inclusion of humanitarian, regional, and cultural aspects in the content of the training. The scientific problem of this work is that learning English causes difficulties for students. To improve the results and at the same time to interest students to learn foreign languages, we have developed a textbook to help teachers to the leading book. This
manual offers to introduce elements of theater and television in the classroom. This paper presents a method for two months for students of the first year of the Institute of Foreign Languages at RUDN University. Thanks to this technique, students get acquainted with the great works of English literature - the paper presents "Canterville Ghost" and "The Picture of Dorian Gray" by Oscar Wilde. Elements of drama are closely intertwined with the study of vocabulary and grammar, and thanks to work with the video, communication, visualization, and speaking skills are honed. The students acquire a language in the conditions of the multi-functional TV studio. The goal of this technique is not to completely change the approach to learning, but to interest students, help them cope with psychological difficulties and engage in a social environment. We know that a first-year student often manifests these problems due to the change of the usual course of things, such as school. Teachers from the regions of the Far East began to use this tutorial to work with students. Videos that were created by students in the course of the work will now be included in the educational and methodical complex for Junior courses.

**Keywords**: English teaching, drama, multiprofile TV studio, integrative approach, integration

**Introduction**

The most important task for the future professional is the implementation of an integrative approach in teaching English. It contributes to the development of professional competencies of students in all areas of training. The special place of English in the integration of disciplines is explained by the fact that it is in close relationship with the humanities and natural sciences. Such integration can be carried out at all stages of teaching a foreign language, both at the level of the entire system of higher professional education, and at the level of individual disciplines (Taranosova G. N., 2009: 317-322).
The search for common ground in the process of professionalization of the English language allowed us to identify the following components of the integrative approach:

1. Choice as an integrating unit for learning English professional text, which allows achieving organic unity in the formation of systemic skills (Adamko M. A., 2015: 283-288), in teaching reading, reading interpretation, and on this basis in the presentation of students their thoughts. The methodology of teaching English on the materials of the scientific text, allows you to rely on the text as the highest communicative unit of learning, on the content of the profession’s language. In this regard, teachers are faced with the task of selecting texts for each area of training;

2. Implementation of interdisciplinary relations. The issue of the development of interdisciplinary relations has not arisen today; some experience in this direction has already been accumulated and required further analysis.

The integrative approach assumes uniform, equal connection of related subjects of all disciplines which studying is mutually intertwined at each stage of training of students.

The integrative approach in the system of higher professional language education includes the following system elements:

1. The subject of integrative activities. The subject is a student who receives a new content of teaching a foreign language relevant to his/her future profession;

2. The content of training includes integrative quality of programs on academic disciplines, educational materials.

**Objectives/Purpose of the study**

To develop an integrative method of teaching English at the university in a multi-profile TV Studio.

To determine the components, principles and levels of penetration of pedagogical integration into the structure of the educational process.

To reveal the influence of drama and video shootings on the development of students’ professional competencies using a foreign language.
Methodology and sub headings

The concepts of integration and integrative approach are currently widely used and are considered in various aspects. In the dictionary of D.N. Ushakov, "integration" is interpreted as the unity into a whole of any parts or elements in the development process [Explanatory Dictionary of the Russian Language, 1995: 356-360]. Modern scientists, exploring the integrative approach, offer more specific definitions:

- Integration is a deep interpenetration, fusion, as far as possible, in one educational material of generalized knowledge in a particular field (Kulnevich S.V., 2005: 113).
- Integration is not a simple consolidation (addition) of learning elements (knowledge, methods, etc.), but the resolution of contradictions that cannot be solved using one subject (field) (Bezrukova V.S., 1994: 18–23).
- Integration is both a goal and a learning tool, as it allows students to form a holistic view by identifying points of convergence in a particular area.

Integration solves many problems:

- develops erudition,
- the logic of thinking and potential of students,
- forms professional and general cultural competences,
- activates comprehensive knowledge to replace the existing narrow specialization in education.

An integrative approach is a system that is based on integration as the leading principle of building modern teaching technologies, techniques. It is characterized by complexity, the generalization of content through the interaction, interpenetration, and interconnection of various disciplines. This approach covers all the elements of the educational process. It contributes to the formation of a student with a higher level of training. An analysis of the theoretical and practical material available in the scientific and methodological arsenal revealed a weak development of the issue under study in higher education.
Modern scientists
- consider and study integration as a pedagogical category (M.N. Berulava, S.V. Vasilyeva, K.Yu. Ilesina, S.S. Pichugin);
- identify the peculiar properties and possibilities of creating relationships between academic disciplines (N.S. Antonov, A.V. Vikulov, L.M. Dolgopolova, P.G. Kulagin, V.N. Fedorova);
- investigate the role and place of interdisciplinary connections (I.D. Zverev, A. Ya. Danilyuk, N.A. Loshkareva, V.P. Maksimova, P.N. Novikov);
- implement in practice the idea of the need to integrate the content of academic disciplines to obtain holistic knowledge (A.I. Guryev, M.V. Klarin, P.G. Kulagin);
- study the methods of teaching material presentation by a teacher with an integrative approach (I.D. Zverev, V.P. Maksimova).

The analysis of research in this area allows us to distinguish the following components of pedagogical integration that exist in various versions:
- Intrasubject and cross-curriculum integration. Intrasubject integration will enable you to integrate concepts, knowledge, skills within disciplines; contributes to a significant expansion of the subject content. Cross-curriculum integration is a synthesis of facts, ideas, theories of several disciplines;
- Horizontal and vertical thematic invention. As a meaningful unit of instruction, there is a topic interconnected by content, meaning, and emotional state with other academic disciplines;
- Intersystem and trans-subject integration. Intersystem is a combination of the content of training in a single whole with further education. The trans-subject integration is a synthesis of elements, including the principal and additional content of education;
- Integrated courses. The disciplines lie at the heart of the integrated course creation. They are included in the different but close educational fields.
The integrative approach in education is implemented under the following dominant principles:

- the principle of the relationship of integration and differentiation (expresses the way self-organization of education);
- anthropocentric principle (reveals the position of students and teachers in the educational environment);
- the principle of cultural conformity (determines the attitude of education to the cultural environment).

When using an integrative approach in the course of learning English, there are three levels of its penetration into the structure of the educational process:

- Low (discipline level in which interdisciplinary integration is used in part and interdisciplinary concepts are only mentioned);
- Middle (level of educational material-in the guidance paper of the English language classes; interdisciplinary integration is widely introduced in steering documents; elements of organizational coordination are used in the activities of teachers of various disciplines).
- High (in the new integrated discipline, there is full integration at both the substantive and procedural levels) (Adamko M.A., 2016: 101)

3. Integration technology (allows you to invent and develop different ways to solve cognitive, educational and communicative problems in the process of integrative learning a foreign language);
4. Integrated learning aids (means by which training materials are delivered and practiced in the classroom and educational practice);
5. Integrative connections (combine all elements of the approach both horizontally and vertically, thus providing multi-level and multifunctional integration in the educational sphere).

Summing up the above, we can conclude that an integrative approach ensures the professional and personal growth of a future graduate in the process of teaching a foreign language. Moreover, the following most important tasks are solved:

1) the intellectual potential of the personality of students is revealed;
2) conditions are created for self-development and self-realization of the individual;
3) the ability to cooperate and to build interpersonal relationships develops.

The result of applying the integrative approach is the introduction of optimization and intensification of the educational activities of students and teachers, the formation of key competencies, the development and training of a professional who is ready for intercultural communication.

**Results/Findings**

In this paper, we will consider the developed methodology for two months of learning English.

Module 1 - unit 1 - my home is my castle.

The whole lesson the teacher can hold in style as well as in the study (brief) of the Canterville cast.

Since the program is developed on the basis of first-year students, at the very beginning, we began acquaintance with students. For the most part, the English teacher has been leading the group for four years. Thus he is the curator of this group. We started the very first lesson with the filming and asked each student questions - how long they have been studying English and why they need it.

First, here we see the students' theatrical abilities, how they can work in front of strangers, and how they can work on camera. Secondly, over the years, we can see the success of learning a foreign language, the elements of theater and television. Information is needed to learn how to build classes with the application of theatrics and study of work on the shooting. And it's also a nice bonus - to prepare a great working video for graduation.

After studying pages 6-9 (lead-in, reading, vocabulary), students are invited to choose from those presented in the text or come up with their own unusual house. Afterward, they give an interview on "what motivated them to create such a house." The conversation welcomes the transformation into the image of the owner of such an unusual house. A mandatory condition is the use of new vocabulary passed.
The next step was the familiarization with the work Canterville cast (a piece of writing). Here students will get acquainted with the technique of reading, as well as play a small performance - reading by roles. It will improve the skills of reading, speaking, and text recognition by ear. In the writing section, students can try themselves as scriptwriters.

The objective of this project is the separation of roles among students. They try themselves as actors, directors, camera people, and screenwriters - that is, responsibilities are continually changing. One teacher is directly involved in drama training. The principal shooting is conducted by another teacher who works with professional equipment and programs for creating high-quality material - abode professional pro 6SC. Students can take small shots on the phone, non-professional cameras, or GO Pro - the choice depends on the specifics and the task. Usually, simple programs are used here, for example, a movie maker for PC or other applications for mobile phones.

Module 1 - unit 2 - while there’s life, there’s hope
In this lesson, we propose to get acquainted with such fantastic work as “Portrait of Dorian Gray” by Oscar Wilde. Why did we choose this - the hero lives and enjoys life? However, everything is not so simple. He is grateful to the portrait for his success and hopes that no one will ever know his terrible secret.

Here we add theatricality elements to the Vocabulary section - pages 22-23.

The vocabulary presented here can help in creating images. We invited our students to choose a celebrity and describe it so that others could guess. The student must submit a mini-speech or a well-known saying, or the role of a given person, having reincarnated into him repeating facial expressions and gestures.

At the end of this lesson, students present a mini video for 1-3 minutes about what was heroic or tragic in their lives. A story can be made up, but we must believe in it. After watching all the videos, students will try to guess who told the real story and who not.
In the study of the first module, a final lesson is held - consolidation of the knowledge learned during this month. In addition to the classic assignment - test work or testing - students present mini-projects, or rather mini-films on the topic of the module. Thus, we divided 16 people into four groups so that everyone could take part in the project.

**Discussion**

The result of this work – teachers from the regions of the Far East, began to use this manual for working with students. Videos created by students in the course of work will now be included in the learning kit for junior courses.

In the future, we would like to organize work with other universities from different regions and countries for the joint study of English using elements of drama. As events, teleconference bridges, the exchange of video resources, as well as communication of students in the language can be used.

Thus, in a multi-profile television studio, integration is the highest form of interconnection, and expression of the unity of goals, principles of content, types of organization process of training and education at a university. It is aimed primarily at intensifying the training system of a future specialist.

**References**


