

DOI: [https://doi.org/ 10.33739/2587-5434-2021-6-1-64-71](https://doi.org/10.33739/2587-5434-2021-6-1-64-71)

USING INTEGRATED LESSONS IN THE TEACHING OF UKRAINIAN AS A FOREIGN LANGUAGE

Larisa Skrypnyk
Senior Lecturer
Kharkiv National University
of Civil Engineering and Architecture
(Kharkiv, Ukraine)
e-mail: scripnick.larisa@yandex.ua

Olga Tesalovskaya
Senior Lecturer
Kharkiv National University
of Civil Engineering and Architecture
(Kharkiv, Ukraine)
e-mail: olga.tesalovskaya@ukr.net

Nataliya Chernogorskaya
Senior Lecturer
Kharkiv National University
of Civil Engineering and Architecture
(Kharkiv, Ukraine)
e-mail: nchern2367@gmail.com

Abstract. This article denotes the feasibility and efficiency of "integrated lessons" in the course "Ukrainian as a foreign language" in higher technical educational institutions. The integration of Ukraine into the international community has caused changes in the economic and political spheres, as well as in the higher education system, which must meet international standards. Integration of Ukraine into the international community caused changes in economic and political spheres as well as in the system of higher education which must be in accordance with world standards. Ensuring general educational and professional training of foreign specialists requires not only the general development and improvement of language and communicative competence, but also the formation of a professional and communicative culture and culture of thinking, reaching a level of command of language that is necessary for an active and productive participation of future specialists in professional activities. Work in this area requires the search for new teaching methods and techniques.

Key words: "non-traditional", "nonstandard", integrated lessons, interdisciplinary links.

ИСПОЛЬЗОВАНИЕ ИНТЕГРИРОВАННЫХ УРОКОВ В ПРЕПОДАВАНИИ УКРАИНСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

Л. В. Скрипник
Старший преподаватель
Харьковский национальный университет
строительства и архитектуры
(Харьков, Украина)
e-mail: scripnick.larisa@yandex.ua

О. Б. Тесаловская
Старший преподаватель
Харьковский национальный университет
строительства и архитектуры
(Харьков, Украина)
e-mail: olga.tesalovskaya@ukr.net

Н. Г. Черногорская
Старший преподаватель
Харьковский национальный университет
строительства и архитектуры
(Харьков, Украина)
e-mail: nchern2367@gmail.com

Аннотация. В статье рассматривается целесообразность и эффективность "интегрированных занятий" по курсу "Украинский язык как иностранный" в высших технических учебных заведениях. Интеграция Украины в международное сообщество вызвала изменения в экономической и политической сферах, а также в системе высшего образования, которая должна соответствовать мировым стандартам. Обеспечение общеобразовательной и профессиональной подготовки иностранных специалистов требует не только общего развития и совершенствования языковой и коммуникативной компетенции, но и формирования профессионально-коммуникативной культуры и культуры мышления, достижения такого уровня владения языком, который необходим для активного и продуктивного участия будущего специалиста в профессиональной деятельности. Работа в этом направлении требует поиска новых методов и приемов обучения.

Ключевые слова: «нетрадиционные», «нестандартные», интегрированные уроки, междисциплинарные связи.

INTRODUCTION

During teaching Ukrainian as a foreign language, the most effective are technologies, forms and methods of teaching that take into account professional orientation and are oriented to the personality of the student, his interests, skills and abilities.

The problem of disinterest of those who study in the classroom has been documented by educationalists since the end of the last century. In their opinion, this negative phenomenon is primarily due

to the fact that traditional lessons as a form of teaching have become stale and do not always effectively stimulate cognitive activity and do not create space for methodological creativity. The pedagogical practice has responded to this problem by searching for new methods and techniques to stimulate and support the interest of those who learn in the learning process.

REVIEW OF THE LITERATURE

The "non-traditional" or "non-standard" lessons became an alternative to the usual forms of teaching, the specifics of which were studied by the leading researchers in Ukraine and in the CIS countries (N.P. Volkova, M.M. Fitsula, G.V. Trotsko, O.Y. Savchenko, I.P. Pidlasiy, S.V. Kulnevich, T.P. Lakotsenina, N.V. Bordovska, A.A. Rean, I.F. Kharlamov, and others). Investigators of this issue have found that using "non-traditional lessons" can achieve significant positive results in the formation of general educational skills, stimulating the cognitive interests of those who learn, create conditions for interaction of subjects of training, increase the success of non-students, because this form of training allows for individual capabilities of the person, their real learning potential, create an atmosphere of "comfort" during the educational process. (Bacevich, 2004)

The specific character of non-traditional forms of the educational process requires the development of an adequate technology of each lesson, and, in turn, requires their certain classification (N.P. Volkova, M.M. Fitsula, V.I. Volkova N.P., Fitsula M.M., Trotsko G.V., Pidlasy I.P., Kulnevich S.V., Lakotsenina T.P. and others).

METHODS OF RESEARCH

Modern didactics has the following ways to classify nontraditional lessons:

1) non-standard lessons; 2) lessons on the complete fulfillment of teaching tasks; and 3) extended lessons. Active development of the classification of unconventional lessons in selected subjects. Russian scientists S.V. Kulnevich and T.P. Lakotsenina have developed their classification based on not quite ordinary and quite extraordinary methods and forms of teaching. These are lessons with modified means; lessons that are based on imagination; lessons that involve some kind of practice or activity; lessons with a playful and creative basis; lessons that involve a transformation of standard organizing devices.

RESULTS AND DISCUSSION

The goal of the article is to investigate the main tendencies and problems associated with the use of innovative forms of learning, namely "integrated" and "interdisciplinary" lessons, and to analyze this type of lessons as a methodological approach in the practice of developing the intellectual abilities of individuals, The analysis of the prospects of using such types of lessons during the study of Ukrainian as a foreign language at Ukrainian higher technical educational institutions for English-speaking students.

One of the ways to integrate higher education is the use of interdisciplinary contacts, which are reflected in the curricula of the disciplines. The link between the subjects of the curriculum is necessary for one subject to help students better study the other. Interdisciplinary contacts are particular short-term moments of the lesson, which contribute to a deeper comprehension and understanding of a particular concept. They must take into account the interests already held by the students, contribute to their expansion at the expense of an interest in creative activities. If the content of various disciplines is integrated and students are involved in various kinds of activity so that some image, theme or concept emerges in their mind, then such an activity can be considered integrated.

Systematic use of integrated lessons and interdisciplinary problem tasks creates an interest in creative activities and branches of knowledge that are included in the system of interdisciplinary links. As

you know, the interconnection of subjects is fruitful only if the principle of correlation of subject content is implemented. It is necessary to organize the interdisciplinary links so that the sequence in the teaching of this or that discipline is not interrupted, so that the interaction contributes to the achievement of practical learning objectives.

Also, the advantages of integrated lessons should include the fact that they contribute to increasing motivation for learning, language development, shaping the skills of those who learn, intensification of the educational process, relieving overload, because; not only deepen their understanding of the subject, expanding their horizons, but also encourage the formation of diverse, harmonious and intellectually evolved personhood. Integration is the source of finding new links between facts, which confirms or deepens students' conclusions and observations. (Skrypnyk, Chernogorskaya 2021)

The need for integrated lessons is caused by a number of factors: integrated lessons develop the potential of those who study, encourage active awareness of reality, reasoning and finding the cause-and-effect relations, developing logical and intellectual abilities; the form of the lessons is unconventional, interesting, and the use of different types of work during the lesson maintains the students' attention at a high level, which allows us to say that the lessons are sufficiently effective, integrated lessons offer significant pedagogical opportunities, relieve the burden and overload of students by switching to different activities, sharply increasing cognitive interest, and developing the mind, attention, intellect, language, and memory; Integration into today's society necessitates integration in education - today's society needs highly qualified, well-trained teachers; Integration provides an opportunity for self-fulfillment, self-expression, creativity of the teacher, encourages the development of skills.

The educational process is divided into cycles, in which each is associated with a theme. The theme focuses on a certain, content-wise easily delimited field within the general subject and conceptual sphere of the given scientific and technological specialty. Each specific topic is formed from the previous ones and is the basis for the introduction of the next ones. All of them together reflect the main issues and problems of a particular specialty, introduce students to the main topics of the future course. (Chernogorska, 2020)

The division of topics into cycles in general subjects is connected with the studying of these subjects in the faculties. Texts for reading, listening, speaking and writing reflect different aspects of the topics, which broadens students' outlook on the subject matter.

Thus, the set of topics traditionally studied at the building and architecture faculties in the lessons of Ukrainian as a foreign language includes the following: "The future profession", "Building in Ukraine", "Architectural monuments of the old city", "The Future of the city through the eyes of foreigners", "New building materials in Ukraine", "Colors in architecture", etc. At the Faculty of Economics "History of the origin of money", "Money units of different countries", "Money and modern banking right", "Central Bank and its functions. Treasury Resources", "The Tax System in Ukraine" and others.

But, in our opinion, it is not enough, or it can be enough only at the initial stage of training. Foreign students must receive a quality professional education and do it in a foreign, foreign language, which they know poorly, or not at all. As a result, they have to simultaneously develop their language and professional competence. The problem is that the formation of each of these competences is the responsibility of specialists in different fields. Linguists, teachers of Ukrainian language are interested in good skills of the language in general, and subject specialists - in mastering the material in the subject, and the two sides do not cooperate enough. This makes the problem of integrating the educational material more difficult.

While in the first stage of study, the verbal knowledge provided by Ukrainian language teachers on the above topics is enough, in the senior year, when the subjects become more specific, foreign students lack scientific and professional terminology. Therefore, in our opinion, educational plans for studying Ukrainian as a foreign language at the senior level must be harmonized with the topics and programs studied in the field, i.e. integration of the vocabulary and vocational materials is required. So, at the building and architectural faculties, for example, it is necessary to study such topics as: "Industrial and civil engineering", "Structural elements", "Fundamentals and foundations", "Building and insulating materials", "Metal

structures preservation devices", "Architectural design", etc., which converge with the subjects that are studied at the Faculty. And this, in our opinion, requires the development of additional teaching and methodological materials and ideally the creation of a special textbook, in the development of which must be involved philologists and experts. (And so far the teachers of our department create these books on their own.) Then in the language lessons we will get a real integration of language and language materials, which at the same time will contribute to improving the professional training of future foreign teachers. And this, in turn, will contribute to the growth of international ratings of our higher educational establishments.

Thus, the introduction to the educational process of interactive activities: creates favorable conditions for actualization of the student's potential, his or her cognitive needs and intellectual abilities, contributes to memorization of the passing moment, when the material is retained in the memory not because it needs to be memorized, but because it is impossible not to memorize, because the student is interested in the content of the material, leads to the use of "internal reserves" of those who learn, which, in turn, allows to increase the efficiency of learning, i.e. the student, having some experience, knowledge, interests in the professional field, must not only retain in memory the material acquired in foreign language, but also understand and "appropriate" it in order to use it during the solution of various tasks of a professional nature.

Thus, the topics that are studied in the class are combined with special topics, which contributes not only to learning and mastery of the appropriate vocabulary and terminology, better understanding of technical special texts, but also often, according to the opinion of the students, contributes to the understanding of the material. For example, the topic "Designing a House" motivates students not only to quickly learn the appropriate lexico-grammatical material, but also prepares the student for the listening speeches, writing explanatory notes, protection of the project. As our experience shows, these facts should be taken into account when creating training programs, so that they as accurately as possible correspond to the study of the relevant topics of the specialty.

As practice shows, non-standard lessons are most appropriate to be used as summary lessons during the consolidation of knowledge, skills and abilities, or during the introduction of a new topic. Do not be tempted by such forms of organization of the educational process, because it can lead to a loss of strong interest in the discipline being studied and the learning process itself.

Preparation for a non-standard lesson can be carried out according to the algorithm of collective creative activity: formulation of the task of the lesson, planning, preparation, carrying out of the lesson, and conclusions. It is necessary to consider the strategy, tactics of the organization of collective creative activity of those who study at each stage.



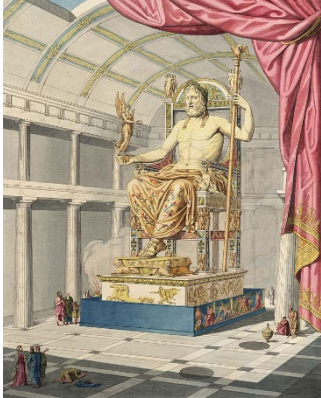

Non-standard lessons reduce stamps in the organization of the educational process and help to optimize it. In the process of preparing any type of lesson, various types of educational work are used: frontal, group, paired and individual.

1.Tasks. View the photo. Write down your questions and answers.

Model: Де знаходиться піраміда Хеопса?

– Піраміда Хеопса знаходиться в Єгипті, в Гізі.

<p><u>Піраміда Хеопса</u></p>		<p><u>Гіза</u>,  <u>Єгипет</u></p>
-------------------------------	---	---

<p><u>Висячі Сади Семіраміді</u></p>		<p>Вавилон,  Ірак</p>
<p><u>Статуя Зевса в Олімпії</u></p>		<p>Олімпія,  Греція</p>

2. Tasks. Look at the image. From the names of simple building materials, create adjectives. Make phrases with them.



3. Read the text. «Modern city». Answer the question.

1. За якими показниками відрізняються міста світу?
2. Яка тенденція існує в сучасному світі?
3. Що називали мегаполісами в XVIII-XX століттях? Що називають мегаполісами зараз?
4. Чому люди хочуть жити в мегаполісах?
5. Які проблеми мають Київ та Харків?
6. У чому полягають екологічні проблеми?
7. Чому виникають транспортні проблеми?
8. Чому виникають житлові проблеми?
9. Яка проблема є найбільш гострою в XXI столітті?
10. Які шляхи вирішення цієї проблеми ви можете запропонувати?

CONCLUSIONS

Thus, the widespread use of "integrated lessons" and interdisciplinary links while teaching Ukrainian as a foreign language deserves sufficient attention. They contribute to increasing the efficiency of learning, because, focusing on the knowledge gained in other subjects, students find new logical links in the teaching material, both in the field and in the subject matter being studied. This, on the other side, develops their interest in learning, active thinking, makes their knowledge competent, strong. These factors, in turn, contribute to the development of professionally focused communicative competence, which is reflected in a highly qualified professional activity, in private, public, professional and educational spheres of communication. Moreover, interdisciplinary links enable us to rationally use the time spent on learning the educational material, which in turn reduces the students' workload. Therefore, in our opinion, this problem requires further study and development, both in didactic and methodological aspects.

LIST OF REFERENCES

- Bacevich, F. S. (2004). *Osnovy communicativnoy linguisticy* [Fundamentals of communicative linguistics.] Kiev: publishing center "Academy". p.144.
- Khodakivska, M., Skripnik, L., Chernohorska, N. (2021). Nekotopye aspekty raboty s tekstami v proseece obucheniya yazyku spetsialnosti v texnicheskom universitete [Some aspects of working with texts in the process of studying a language of speciality in technical university]. p.9 /Scientific Bulletin of the International Humanitarian University. Sir: Philology. 2021 No. 49. /ISSN 2409-1154
- Skrypnyk, L., Tesalovskaya, O., Chernogorskaya N. (2020). Vidy I formy kontrolya pri obuchenii inostrannyx studentov v gruppax s angliyskim yazykom obucheniya [Types and forms of control when teaching Russian to foreign students in groups with English as the language of instruction].International Scientific-Pedagogical Organization of Philologists "WEST-EAST" (ISPOP). Scientific Journal "WEST-EAST". Vol.3, N1 (October, 2020). p. 94 <https://doi.org/10.33739/2587-5434-2020-3-90-96>
- Skrypnyk, L. V., Chernogorskaya, N. G. (2021) Rol prepodavatelya v formirovaniyi polikulturnoy lichnosti inostrannyx studentov v texnicheskom universitete [The role of the teacher in the formation of the multicultural personality of foreign students in the technical university] VI international scientific and practical seminar of KHNADU "key aspects of the formation of foreign language communicative competence of modern students"– p. 147
- Skrypnyk, L., Chernogorskaya, N. (2020). Shag v professiyu ["Step into the profession"]: praktikum on speech development of foreign applicants of higher education in specialty 192 "Construction and civil engineering"/ Kharkiv, FLP Ivanchenko I. S. 122 p. /ISBN 978-617-7879-92-2
- Chernogorska, N. G. (2020). Sposoby predyavleniya novoy leksiki pri obuchenii nerodnomu yaziku inostrannyx studentov[Ways of presenting a new vocabulary at training a non-native language to foreign students] Actual scientific research in the modern world: a collection of scientific papers.- Pereyaslav-Khmelnitsky, p. 275

For citation:

Skrypnyk, L., Tesalovskaya, O., Chernogorskaya, N. (2021) USING INTEGRATED LESSONS IN THE TEACHING OF UKRAINIAN AS A FOREIGN LANGUAGE // International Scientific-Pedagogical Organization of Philologists "WEST-EAST" (ISPOP). Scientific Journal WEST-EAST. Vol 6 N1 (October, 2021). pp. 64-71. <https://doi.org/10.33739/2587-5434-2021-6-1-64-71>

Для цитирования:

Скрипник, Л., Тесаловская, О, Черногорская, Н. (2021) ИСПОЛЬЗОВАНИЕ ИНТЕГРИРОВАННЫХ УРОКОВ В ПРЕПОДАВАНИИ УКРАИНСКОГО ЯЗЫКА КАК ИНОСТРАННОГО // International Scientific-Pedagogical Organization of Philologists “ WEST-EAST ” (ISPOP). Scientific Journal WEST-EAST. Vol 6 N1 (October, 2021). С. 64-71. [https://doi.org/ 10.33739/2587-5434-2021-6-1-64-71](https://doi.org/10.33739/2587-5434-2021-6-1-64-71)

Information about the authors:

Larisa Skrypnyk - Senior Lecturer, Kharkiv national university of civil engineering and architecture, (61002, Kharkiv, st. Sumska, 40); Kharkiv, Ukraine
e-mail: scripnick.larisa@yandex.ua

Olga Tesalovskaya - Senior Lecturer, Kharkiv national university of civil engineering and architecture, (61002, Kharkiv, st. Sumska, 40); Kharkiv, Ukraine
e-mail: olga.tesalovskaya@ukr.net

Nataliya Chernogorskaya - Senior Lecturer, Kharkiv national university of civil engineering and architecture, (61002, Kharkiv, st. Sumska, 40); Kharkiv, Ukraine
e-mail: nchern2367@gmail.com

Информация об авторах:

Скрипник Лариса - старший преподаватель, Харьковский национальный университет строительства и архитектуры, (61002, Харьков, ул. Сумская,40); Харьков, Украина
e-mail: scripnick.larisa@yandex.ua

Тесаловская Ольга - старший преподаватель, Харьковский национальный университет строительства и архитектуры, (61002, Харьков, ул. Сумская,40); Харьков, Украина
e-mail: olga.tesalovskaya@ukr.net

Черногорская Наталья - старший преподаватель, Харьковский национальный университет строительства и архитектуры, (61002, Харьков, ул. Сумская,40); Харьков, Украина
e-mail: nchern2367@gmail.com

Manuscript received: 08/14/2021
Accepted for publication: 09 /14/2021
Рукопись получена: 08/14/2021
Принята к печати: 09/14/2021

**International Scientific-Pedagogical Organization of Philologists “West-East” ISPOP SCIENTIFIC
JOURNAL “ WEST-EAST ”**

ISSN (print) - 2587-5434 ISSN (online) – 2587-5523

Index in SIS ID:7515

