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INTEGRATED COURSE "I EXPLORE THE WORLD" IN THE NEW UKRAINIAN SCHOOL

Defining the problem.

The concept of the New Ukrainian School has made many adjustments to traditional educational process. The changes have affected all subjects in primary school, including interdisciplinary integration. The peculiarities of integrated learning lie in the possibility of forming system knowledge, development of critical thinking and competencies in the learners, since during training process the elements of knowledge, skills and abilities from different spheres of life are involved.

The purpose of the study is to outline the integrated course "I Explore the World" in the contest of the New Ukrainian School.

Presenting the main material.

Integrated education of primary school is provided with greater spatial and temporal boundaries than the traditional education. Due to the fact that the junior student in the first grade and in the first semester of the second grade is characterized by leading activity being expressed by restlessness, the teacher needs to change the form of work in the lesson every 5-7 minutes to maintain sustained attention. This principle of work is aimed at working on certain topic with the use of various didactic tools, various types of work, which in combination directly affect the process of acquisition of a new knowledge, as well as the skills and abilities.

In the New Ukrainian School, the integration takes place presupposing the non-contrasting inclusion of elements of one activity into another. This feature of the concept is characterized by the unity and completeness of the educational process.

An integrated course "I Explore the World" for younger students clearly reflects such principle of integration. In particular, this course includes the content of such educational areas as "Civic", "Social", "Health", "Natural", "Technological", "Mathematical", "Linguistic and Literary", "Historical" and "Artistic" ones.

It is during the study of this course that younger students acquire basic knowledge and skills of ethical behavior; they form an initial idea of politics, laws of Ukraine, children's rights and responsibilities, international documents, etc. The students also learn how to form a healthy way of life; they deepen the understanding of the essence of various natural processes, the relationship of the elements of these processes and the human being. Along the line of the integrated course "I Explore the World" the students study the literary and artistic heritage of the Ukrainian people and get acquainted with Ukrainian prominent historical figures for better understanding of authentic features of Ukrainian; they develop mathematical competence for their

daily use in everyday life. Students also make a variety of toys and accessories on their own according to the instructions in the textbook, which, in our opinion, increases their independence and self-determination.

Thus, the purpose of the course is to expand basic knowledge, skills and abilities in the students, to open new horizons in various spheres of life of children and adults, to cultivate love and respect for the Motherland, to form analytical and systematic skills and abilities to generalize and evaluate various objects and phenomena, nature and society.

The educational content has the potential to form subject and key competencies, diverse skills in primary students; this content is organized on the principles of child-centeredness, introduced by V.Sukhomlinsky, who put children's individual characteristics and needs at the center of the educational process.

The content of the integrated textbook is aimed at implementing the competency approach, and also contributes to the development of the student's personality, to the formation of social, civic, environmental and health behaviors increasing peculiar dynamism of the teacher in building the learning process with such types of educational activities, as frontal, pair, group, individual and independent work ones.

The leading principle of creating an integrated textbook for the course "I Explore the World" for 1st grade students is the principle of environmental compliance. Everything that surrounds a child and the child itself are nature. In the future, the student must engage in the work to which he/she has inherent abilities stemming from this nature.

The ideas of the newly created textbook are to integrate interdisciplinary links that are to contribute to the formation of key and subject competencies in the students. It provides for the formation of an active life position in junior students in the process of acquiring new knowledge, accumulating practical life experience thus opening new vistas for their creative application in various conditions.

Interactive methods and various forms of independent work have been widely used to help focus on the end result of the educational process in the acquisition of key and subject competencies by students through continuous learning activities, with the presence of socio-cultural, Ukrainian and environmental components. Personally oriented learning technology will allow each student to choose this or that educational activity in the subject area. In the content of the textbook "I Explore the World" for the 1st grade (the authors are: T. Hilberg, S. Tarnavska, O. Hnatiuk and N. Pavych) the main aim is the social adaptation of students.

The textbook also offers such characters as Znaychik and Znaechka, who constantly come to the aid of students and warn of possible dangers, solve riddles and play various games with students. The symbols met in the textbook play an important role in material acceptance. They provide prerequisites for active cognitive activity, thus serving as indicators for a certain kind of children's thinking, helping to diversify the ways of processing basic elements of information, developing students' desire and ability to work with the textbook in class and at home. They are well distinguished by different elements, clearly agree with the content of the tasks of the textbook marked by them, and orient students to certain types of tasks, such as: "complete the task", "give an answer", "think", "Internet source" and so on.

During the morning meetings and in the lessons of the integrated course "I Explore the World" younger students have the opportunity to share their own life experiences relating to the topic of the day, and receive advice and guidance from teachers and classmates. In our opinion, such activities create the basis for the formation of a class team and a friendly atmosphere, which enhances the efficiency of classroom activities.

In addition, it should be noted that the content of the textbook tasks and the form of their presentation help students develop public speaking skills, overcome fear of public speech and learn about different aspects of their "I".

For example, the context of practical work on the topic "Family Tree" for the 3rd grade students provides an opportunity to individually analyze their lineage with the use of research and partial search methods by creating a genealogical scheme going as deep as the third or fourth generation.

It is worth paying attention to the total amount of academic hours in primary school. In particular, in the first class this amount is 140 hours per year, which is divided into 4 hours of weekly workload. In the schedule of the integrated course "I Explore the World" leading educators advise to put Wednesday and Thursday as a holistic day. This will completely change the forms of conduct, approaches to the application of methods, techniques and tools of educational activities of primary graders.

According to research data, the primary school teachers consider such a school day unloading. In addition, the lessons of this course cover the study of new material from various disciplines of primary school. However, it should be noted that the integrated course "I Explore the World" from first to third grade has a high load factor, so the lessons on this course should not be put first in the schedule, so that the students have time to tune in to productive work, because the subject is quite material. It is recommended to put mathematics in the first lessons in the first grade, and the Ukrainian language and reading – in 2-3 lessons. It is clear that before the lesson of the integrated course "I Explore the World" it is not necessary to put lessons with a much lower load factor, because children relax too much and lose emotional mood to learn more complex material.

With the help of partnership pedagogy, the teacher can create various projects with the participation of parents, for example: creating feeders for wintering birds, planting fruit trees in the school yard, harvesting acorns for feeding pets, cleaning the area with the Worldwide organization "Let's do it!", taking part in conversations with the elder people about the historical events of the last century, thus realizing the aims of educational lessons "My family", "The origin of my name", etc.

Conclusions. Thus, the integrated course "I Explore the World" in the New Ukrainian School is an important prerequisite for comprehensive personality development of primary school students, because the content of the subject includes materials from various walks of life. It is this content that provides more opportunities for teachers to organize different educational activities.

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