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INTEGRATED LITERACY LESSONS IN THE NEW UKRAINIAN SCHOOL

Formulation of the problem. The concept of general secondary education emphasizes that there are changes in the educational process, namely the first stage of secondary school. The content and structure of education is a significant task during the transition of secondary school. The quality of the educational process depends on the professional skills of the teacher, creativity, ability to teach students to consolidate their knowledge, the use of various forms of lessons.

Analysis of recent research and publications. The problem of integration as an innovative pedagogical technology, initiated by K. Ushinsky and V. Sukhomlinsky, which has significantly expanded and deepened in the research of Ukrainian scientists I. Vekh, L. Varzatska, M. Vashulenko, I. Volkova, M. Ivanchuk, O. Savchenko, N. Svitlovskaya and others. Their work describes the main theoretical provisions of this problem, but not fully the principle of integration is reflected in textbooks, manuals and programs. Today the problem of integration is studied by psychologists, teachers, methodologists, teachers-practitioners. Among them are M. Ivanchuk, M. Vashulenko [2], A. Zimuldinova [3], Y. Kolyagin, O. Rudnytska, G. Tkachuk, N. Svitlovska, A. Kanishchenko, and others.

The purpose of the article is to theoretically substantiate the features of integrated literacy lessons in the new Ukrainian school.

Presenting main material. The use of integrated lessons in primary school has the ability to direct students to a conscious and emotional need to analyze and express their own opinions on the proposed topic. Students gain life experience, draw their own conclusions, consolidate their knowledge and exploratory discoveries.

Integration is the most important principle of development of modern educational systems. It is aimed at forming a holistic picture of the world in younger students by combining educational material from different subjects.

Integration as a process and result forms integrity as a single quality based on many others. Integration is based on increasing understanding, applying different concepts, helping students to better relate to the environment, to synthesize their knowledge outside the discipline.

Conducting integrated lessons is manifested by increasing the development and self-development of children, forms a holistic picture of the world. After all, it is the need to form in students the properties of unity and integrity, due to the need for integration.

The use of integration has a positive effect on overcoming didactic problems. Namely: to eliminate information overload of junior schoolchildren, generalization of knowledge, focus on the formation of students' independence, self-development [4, p.376-393]

The most important task of the educational institution is the formation of effective personal development, self-development, self-organization.

The global task of the modern school is to create conditions for the full-fledged holistic development of the child's personality and self-organization. This is guaranteed by solving these problems:

- creating a relationship between teacher and students;
- development of cognitive complexity and integration in the educational process;
- create friendly relations in the classroom;
- provide comfortable conditions in the classroom for integrated classes;
- create a sense of psychological security.

Integration has the opportunity to change the content of education. The interaction of different sciences has new approaches to a holistic vision of the world, the formation of different scientific methods of cognition.

The use of integration in the educational process is relevant, and conducting integrated lessons is a necessary phenomenon for the perception of the world and understanding of the surrounding reality. They help students understand the importance of learning the basics of science.

Integrated learning is the best way to increase the effectiveness of learning and self-development. Any structured lesson, which uses knowledge, skills and conclusions of subject areas to achieve the goal is called an integrated lesson [5, p.95].

Advantages of integrated learning for students:

- the world around us is recognizable in its diversity;
- develops the potential of students, encourages understanding, the development of logic, thinking, communication skills;
- increases cognitive interest, attention, imagination;
- has the ability to self-realization, self-expression;
- increase the motivation to learn.

To properly plan an integrated lesson, you need to choose non-standard forms of work that stimulate students' attention. The teacher must be a highly qualified specialist. The success and intensity of the integrated lesson is ensured by careful preparation of teachers and students.

The main purpose of primary education is the formation and improvement of speech skills. This is most often seen in native language and reading lessons. These are the subjects that can be combined in primary school. The task of these subjects is the development of all types of speech activity: reading, speaking, understanding, listening.

According to scientists, the use of integrated language and reading lessons in primary school is characterized by systematization, generalization, awareness. In combination with reading, the role of motivation in general in relation to language learning and elaboration of sections, topics of the program in particular will increase [1, p.8].

The following are considered important methodological principles that ensure the integration of language and reading tasks:

- speech skills (reading, retelling);
- combination of all types of speech activity (reading, listening, listening, writing)

- formation of expression of own opinion;

The main task is to teach students to formulate their opinions in accessible forms, speech styles and types.

In general, the effectiveness of the educational process of the student's personality depends on the organization of integrated lessons, characterized by the development of mental abilities, developed motivation system, emotional saturation, which turns the learning process into an active form of life. On the basis of such life the student satisfies his needs for self-knowledge, self-realization, self-determination. As a result, there is an increase in his personal needs, enrichment of moral motives and ways of self-realization and self-actualization.

Conclusions. Thus, communication, which is a system-forming type of life of primary school children in the educational process, built on the basis of an integrated approach, provides effective formation of moral qualities in solving educational situations, provided that it is based on educational dialogue, which has the maximum developmental and creative potential. The main internal feature of the dialogic type of communication is the personal relationship between teacher and student.

Experience shows that integrated learning gives better results than traditional study of disciplines. However, an integrated approach develops abilities, forms a system of knowledge and skills.

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