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## **THE POTENTIAL OF INTEGRATED LESSONS IN FORMING THE COGNITIVE INTERESTS OF PRIMARY SCHOOL LEARNERS IN THE PROCESS OF LEARNING THE UKRAINIAN LANGUAGE AND LITERARY READING**

According to the "New Ukrainian School" Concept, integration processes occupy an important place in the educational process of SEN, aimed at the formation of a complete and harmoniously developed personality, the development of their cognitive interests, creative abilities and potential opportunities [2]. Accordingly, integrated learning in language and literature classes is one of the most effective models for activating students' intellectual activity, as well as one of the developmental techniques in the learning process.

In addition, integrated learning creates the most favorable conditions for the formation of students' interests in language lessons and literary reading, first of all, due to the full correspondence to the age, the peculiarities of the development of the cognitive sphere of younger schoolchildren through an interesting and diverse combination of information from different fields of knowledge (lessons of the Ukrainian language and music or fine arts, reading and ethnography lessons, Ukrainian language and natural history lessons), as well as through the use of problem-searching methods of work that stimulate initiative and creative activity of students.

According to O. Savchenko, such lessons fully correspond to the age characteristics of a child of primary school age, and can also be conducted in the form of a game, where the child learns and communicates, explains to his favorite heroes, thanks to which he learns. For example, in language lessons, it would be appropriate to use the game method (didactic, creative) after listening to the sounds of musical instruments, for example, the game: "Choose adjectives for the names of musical instruments", or the creative game "What do we know about the cello", under the terms of which schoolchildren can choose 5 adjectives for the word "cello", as well as words that are close and opposite in meaning (synonyms and antonyms), which contributes to the formation of not only the student's creative abilities, but also his composure, organization [4, p.5].

In the lessons of the Ukrainian language, on the basis of integration, it is also advisable to use the methods of associative perception: "Microphone", "Brainstorming", "Associative bush", "Tree of knowledge", "Color-mood" and others. The "brainstorming" method is also quite effective in developing the creative thinking of schoolchildren in lessons (for example, the task of choosing nouns, numerals, inserting missing letters or words), after that they make drawings or find short historical information (facts) on these topics, presenting their results in teamwork. Such work

should involve discussion, performance of tasks in groups, promotes the development of ingenuity, flexibility of thinking.

Lessons on the Ukrainian language and literary reading based on the principles of integration differ from the usual combined lessons and the goal is to focus on the development of students' creative abilities, interests, and inclinations. Such lessons contribute to the child's ability to make decisions and make choices; teach to work qualitatively; show initiative; to be able to cooperate with others; to learn to work with a fairly large volume of various information, to deal with its processing independently, to search, analyze and store and reproduce it in one's own memory. For example, in the lesson of the Ukrainian language or literary reading, after reading a poetic work, students can perform a musical interpretation of it, or perform illustrations or crafts based on the theme of the lesson, stage a fairy tale or story (for example, based on the works of V. Sukhomlynskyi or N. Zabala) .

The usage of problematic tasks in extracurricular work on the language of reading based on the principles of integration with musical arts involves understanding and realizing the beauty of both verbal and musical arts (for example, through the questions of the literary and artistic quiz: 1. How sad and calm music of A. Vivaldi will help to convey colors of autumn in V. Korchevsky's poem "Early Autumn"? 2. How does the mood of the song "Autumn Viburnum Bush" by the outstanding Ukrainian singer correlate with the word "patriot"? etc. [3, p.50].

Learners' awareness and their own artistic interpretation of the most relevant problems (good and evil, nature and the attitude of man to the environment) contributes not only to the formation of the basic literary competences of students, but also optimizes their worldview orientations, contributes to the formation of aesthetic ideals and values.

Therefore, the main goal and task of integrated education in the process of studying the linguistic and literary field in primary school is extremely relevant, as it provides for the achievement of the goal of quality education, provides for stimulating the interest and cognitive activity of schoolchildren, encourages them to independently search for and acquire knowledge, ensures the student's creative self-affirmation, optimizes their intellectual development through game, creative, problem-solving tasks, exercises that provide valuable information from various fields of knowledge (sciences). Such interesting and relaxed activity on the basis of integration contributes to the formation of not only educational knowledge, abilities and skills of students, but also moral, civic-patriotic, artistic, aesthetic values, stimulates the creation of an atmosphere of cooperation, active interaction of students in group (pair/team) work. Because of this, it is difficult to overestimate the role of educational integration in language and literature lessons in primary school.

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