

ИНТЕГРИРОВАННЫЕ УРОКИ КАК ИНТЕРАКТИВНОЕ СРЕДСТВО РАЗВИТИЯ КОММУНИКАТИВНЫХ НАВЫКОВ УЧЕНИКОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

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АННОТАЦИЯ

В статье рассматриваются особенности интегрированных занятий в контексте преподавания английского языка. Мы также исследуем типы интегрированных уроков: мультидисциплинарные междисциплинарные и трансдисциплинарные, которые соответственно представляют разные уровни интеграции предметов, что позволяет использовать разные типы планов уроков. Согласно требованиям современного образования, основой обучения иностранному языку является обучение общению, поэтому применимость и эффективность любого типа урока определяется пределами возможностей развития коммуникативных способностей. Коммуникация выступает как взаимодействие между участниками образовательного процесса. В этом случае коммуникативные навыки обучаются интерактивными методами. В конце статьи мы представляем несколько упражнений, направленных на развитие коммуникативных навыков и которые можно использовать для обеспечения интеграции по темам.

Ключевые слова: интегрированные уроки, коммуникативное обучение языка, коммуникативные навыки, интерактивные методы, учебная программа, мультидисциплинарные,

междисциплинарные и трансдисциплинарные интегрированные уроки.

Introduction: Modern methodological perspective on the overall language teaching aims at not only teaching the language but also developing essentials skills and holistic understanding of the surrounding. The world is interconnected which is in contrast with the segmentation of school subjects. For the formal education to be able to reflect real life experience we should be able to show the interconnectedness of different phenomena in the curriculum as well. Integrated lessons in this case stand as a way to achieve this goal.

The **goal** of the article is to examine integrated lessons as an interactive means of developing students' English communication skills.

The **objects** of the article are:

- to examine methodological peculiarities of integrated lessons,
- to underline the role of communicative language teaching in modern education,
- to highlight the efficiency of interactive methods in the English language teaching,
- to offer examples of exercises that can be used in the context of the integrated lessons to promote communicative skills.

Thus, we point to the **relevance** of the article which lies in the exploration of contemporary methodologies that display the needs of student's in 21st century to catch up with the rapid changes in the society. The teaching of the English language through interactive methods in the scope of integrated lessons is a pivotal approach to achieve this.

The **theoretical value** of this article lies in its exploration of insights of theorists on methodological theories and principles of integrated lessons, communicative language teaching and interactive methods. The article brings up their potential to form a productive curriculum.

The practical value is in its principles and practical applications of integrated lessons and Communicative language teaching. The article also offers some examples of exercises, their analyses and adaptation to the necessary topic of the class.

Integrated lessons and its types: The concept of integrated lessons has been long recognized. A number of professionals have taken notice of it: John Dewey, Francis Parker, Howard Gardner, James Beane etc. Integrated classes are highly connected to a number of teaching theories such as the Montessori course. It ties the separate disciplines of the curriculum together into studies of the physical universe, the world of nature, and the human experience. Literature, the arts, history, social issues, civics, economics, science and the study of technology all complement one another in the Montessori curriculum. This integrated approach is one of Montessori's great strengths. As an example, when elementary Montessori students' study Africa, they would look at the physical geography, climate, ecology, natural resources, and the ways in which people have adapted to their environment: food, shelter, transportation, clothing, family life, and traditional cultures. They might read African folk tales, study about the great African civilizations, study endangered species, create African masks and traditional instruments, make African block print tee shirts in art, learn some Swahili, study dance in music, and prepare some typical means from various African cultures. Guest speakers, performers, and friends of the school help to make a field of study come alive through their memories, talents, and personal experience [5: 1–3].

An integrated curriculum allows students to pursue learning in a holistic way, without the restrictions often imposed by subject boundaries. It focuses upon the inter-relatedness of all curricular areas in helping children acquire basic learning tools.

Integration acknowledges and builds on the relationships which exist among all things. An integrated curriculum implies learning that is synthesized across traditional subject areas and learning experiences that are designed to be mutually reinforcing. This approach develops the child's ability to transfer their learning to other settings [8: 553].

There are many forms of curricular integration developed, but research has found three main types of integration: *multidisciplinary*, *interdisciplinary*, and *transdisciplinary*.

Multidisciplinary integration: Multidisciplinary integration is when teachers organize standards from the disciplines around a theme and combine skills, knowledge, or even attitudes into the lessons. This approach can be better explained by thinking of a classroom using theme-based units. During every subject area, the students will learn something about farms. Most teachers already use a form of the multidisciplinary approach just by integrating sub disciplines into one subject area. The teacher may choose «London» as a theme and the class can learn about it from the perspective of geography, history, art and literature.

Interdisciplinary integration: Interdisciplinary integration is when teachers organize the curriculum around common learning skills across disciplines and can chunk together the common learnings embedded in the disciplines to emphasize interdisciplinary skills and concepts. This type of integration would be like when students are learning different skills through the learning of one topic. One can identify the subject areas, but they are combined together and not taught separately like in the multidisciplinary approach. Interdisciplinary integration really allows for teachers to teach concepts from other disciplines in one subject area. This is beneficial for saving time and being able to teach more math and reading skills during other subject areas, such as in science and social studies class. In the same logic the teacher may take the topic of «London» and study it from different perspectives without highlighting the scope of the subject.

Transdisciplinary integration: The transdisciplinary approach is when «teachers organize curriculum around student questions and concerns» and «students develop life skills as they apply interdisciplinary and disciplinary skills in a real-life context». This approach uses student inquiry to develop the curriculum. This approach may be the most challenging for the teachers because they are giving the students more control of what they are learning. Also the lessons are not all planned out before the unit, but instead the lessons are developed while the learning is occurring and is based on the students' inquiries. The teacher needs to be flexible and willing to make changes in the lessons to help the students answer their questions [4: 10]. In the context of studying London, students could initiate their learning process through brainstorming sessions where they generate ideas and questions encompassing various aspects of the city.

Integrated lessons hold unique importance to aid educational process. Depending on the way the teachers opt to choose the lesson.

The peculiarities of communicative language teaching: The core strength hold of language teaching is currently communication. On its own, communicative language teaching is one of the latest humanistic approaches to teaching. Communicative Language Teaching (CLT) has its roots in England in the early 1960s with the main goal of putting the emphasis of the language learning on communication.

It is defined by the following characteristics:

- CLT gives primary importance to the use or function of the language and secondary importance to its structure or form,
- Fluency is emphasized over accuracy,
- Language teaching techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes,
- Usage of interactive approaches,
- Emphasis on all 4 skills [6: 92–97].

The importance of communicative language teaching is highlighted in a number of academic works. common European framework sets the key role of the communication role. It states that that it is only through a better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination [2: 2].

Cambridge Life Competences Framework as one of the L life competencies. It states that Learners choose the most appropriate language to use in different situations, manage conversations effectively and express themselves clearly and confidently. Communication is an essential professional life skill, enabling us to share information and ideas, as well as express feelings and arguments. It is also an active process influenced by the complexities of human behavior in which elements such as non-verbal behavior and individual styles of interpreting and ascribing meaning to events have significant influence. Mastering effective communication is more than just mastering the core language resources of grammar, vocabulary, pronunciation, etc. It's about using those resources for the desired effect – whether that is persuading someone of your argument, apologizing for a mistake, or making friends [7: 3–5].

The interactive approach to the language teaching: An interactive approach involves interaction in dialogue mode («inter» – reciprocally, «act» – do, perform). In other words, an interactive teaching method is a form of learning and communicative activity in which students are involved in the learning process and reflect on what they know and what they are thinking. Unlike a traditional teaching method oriented on the teacher who's main function is to assist learners and facilitate, interactive learning focuses on students 'needs, abilities, interests. While in a traditional approach teacher is a center of the learning process and learners are passive and only receive information, in a learner-oriented system the teacher and the learner swap their

traditional roles enabling the learner to actively engage in the learning process and be the center of the classroom. Based on his knowledge and experience, learners categorize, analyze, assume opinions, acquire new skills, and develop their attitudes towards facts and events [3: 544–548].

Following are some interactive exercises for practical use in language teaching.

Change the register

Say it differently

When learners encounter new phrases and expressions in the course book, we ask them to consider how they might say the same thing in a different register (i.e. more or less formal). The students can be given a text with different passages with new, highlighted words and expressions. Each passage has to be presented by the students to their peers. At the same time, students should find synonym, definitions for the highlighted words and expressions.

The third degree

After learners have read a text in the course book, we ask them to prepare some interview questions about the text to ask someone else in the class. Give examples, such as ‘Do you agree with the writer?’ / ‘What would you do in this situation?’ Once learners have prepared their questions, distribute numbered slips with clarification or elaboration questions. Nominate a fairly proficient learner to be interviewed. For the next three minutes the class fire their interview questions at the person in the ‘hot seat’. When a clarification or elaboration question seems appropriate, give your number signal for individuals to ask the question on their slip.

Same point, different words

Different tone, different approach, different situation

When learners are practicing new phrases and expressions, we ask them how they might say the same thing or make the same point using different words. We write their ideas on the board (correcting any errors) and

discuss how the different words change the meaning, connotation or register. By writing ideas on board, we smoothly pass from one discussion point to another covering different areas of one, given topic.

Elaborate

When a course book task asks learners to give an opinion or state a preference, we need to encourage them to elaborate and extend their statement or idea by prompting «And / Also... tell me something else...» or «Because / However... tell me a reason...»

Point – explain – example

The teacher writes on the board: ‘Make a point; Explain why; Give an example’. When eliciting feedback from learners on a text, topic or task, the teachers gives them a few minutes to prepare one or two points they want to make. Then, nominate learners to stand up and ‘present’ their answers / arguments including a point, their explanation and an example [1: 10, 41–44].

The exercises can be adjusted to be used in reading, listening, speaking and writing. Their purpose is to encourage students to actively participate in discussions and contribute diverse perspectives on the given topic. By fostering elaboration and deeper exploration by students, these exercises also support integrated lessons by presenting various aspects of a single topic.

Conclusion: the article explores the theoretical foundations and scholarly insights for the integrated lessons, communicative language teaching and interactive methods. We present their interconnectedness and how they can benefit each other through the foreign language teaching process. The theoretical background is used to choose specific exercises that can be tailored for the teachers to be implemented in the classroom. The implementation can be done in various forms depending on the objectives of the teacher. We conclude that

- integrated lessons emphasize holistic integration of different subject to bring out their interrelatedness,

- communicative language teaching prioritizes practical language use and fluency,
- both approaches aim to engage students in real-world contexts,
- interactive activities create an appropriate environment for integrated lessons and communicative language teaching,
- adequate types of interactive activities can be tailored to the objectives of the teacher.

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**ԻՆՏԵԳՐՎԱԾ ԴԱՍԵՐԸ ՈՐՊԵՍ ԱՇԱԿԵՐՏՆԵՐԻ
ԱՆԳԼԵՐԵՆ ՀԱՂՈՐԴԱԿՑԱԿԱՆ ՀՄՏՈՒԹՅՈՒՆՆԵՐԻ
ԶԱՐԳԱՅՄԱՆ ՓՈԽՆԵՐԳՈՐԾՈՒՆ ՄԻՋՈՑ**

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Վ.Յա. Բրյուսովի անվ. պետական համալսարան,
Երևան, Հայաստանի Հանրապետություն*

ԱՄՓՈՓՈՒՄ

Հոդվածը անդրադառնում է ինտեգրված դասերի առանձնահատկություններին անգլերենի դասավանդման համատեքստում: Հանգամանորեն ներկայացվում են ինտեգրված դասերի տեսակները՝ բազմառարկայական, միջառարկայական և անդրառարկայական, որոնք համապատասխանաբար ներկայացնելով առարկաների ինտեգրման տարբեր մակարդակներ՝ դասերի տարբեր տեսակի պլանների կազմման հնարավորություն են տալիս: Ժամանակակից կրթության թելադրանքով օտար լեզվի դասավանդման հիմքը հանդիսանում է հաղորդակցության դասավանդումը, հետևաբար, որոշակիորեն ցանկացած դասի տիպի կիրառելիությունը և արդյունավետությունը սահմանվում է հենց հաղորդակցական կարո-

դությունների զարգացման հնարավորությունների սահմաններով: Հաղորդակցությունը հանդես է գալիս որպես փոխգործունեություն դասապրոցեսի մասակիցների միջև: Այս պարագայում հաղորդակցական կարողությունների ձևավորումն ու զարգացումը տեղի է ունենում փոխներգործուն մեթոդներով: Հոդվածի վերջում ներկայացվում են մի քանի վարժություններ, որոնք նպատակաուղղված են հաղորդակցական կարողությունների զարգացմանը և կարող են օգտագործվել՝ ըստ թեմաների ինտեգրման ապահովման համար:

Բանալի բառեր՝ ինտեգրված դասեր, հաղորդակցության ուսուցում, հաղորդակցական հմտություններ, ինտերակտիվ մեթոդներ, ուսումնական պլան, բազմառարկայական, միջառարկայական և անդրառարկայական ինտեգրված դասեր:

INTEGRATED LESSONS AS AN INTERACTIVE MEANS OF DEVELOPING STUDENTS' ENGLISH COMMUNICATION SKILLS

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ABSTRACT

The report touches upon the impact of integrated lessons on communicative skills in EFL classes. Integrated lessons have been championed as a comprehensive methodological approach to merge learning of different subjects. It promotes a deeper understanding of topics by exploring their interrelatedness. As currently the English language teaching aims at communicative skills we also highlight the efficiency of integrated lessons and

Communicative language teaching (CLT) in fostering enriched learning experiences. Communicative language teaching is best expressed through interaction. Thus, we further dwell on interactive teaching methods as a means to engage students actively in the language learning process. At the end of the article we provide practical examples of interactive exercises to be potentially used in the classroom to promote communicative skills. The exercises are analyzed to conclude their most efficient implementation in the teaching process.

Keywords: integrated lessons, communicative language teaching, communicative skills, interactive methods, curriculum, multidisciplinary, interdisciplinary, and transdisciplinary integrated lessons.

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