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**METHODICAL ASPECTS OF CONDUCTION BINARY LESSONS FOR
UKRAINIAN LITERATURE AND HISTORY OF UKRAINE
(ON EXAMPLE OF LEARNING CREATIVITY OF
TARAS SHEVCHENKO BY STUDENTS OF 9 CLASSES)**

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**МЕТОДИЧНІ АСПЕКТИ ПРОВЕДЕННЯ БІНАРНИХ УРОКІВ ІЗ
УКРАЇНСЬКОЇ ЛІТЕРАТУРИ ТА ІСТОРІЇ УКРАЇНИ (НА ПРИКЛАДІ
ВИВЧЕННЯ УЧНЯМИ 9-Х КЛАСІВ ТВОРЧОСТІ Т.Г.ШЕВЧЕНКА)**

Анотація. У статті викладено основні теоретичні положення щодо міжпредметних зв'язків історії України з українською літературою та їх практичної реалізації на бінарних уроках. Наголошено на ефективності проведення уроку такого типу та запропоновано його структуру. Наведено аргументи на користь використання літературних творів, присвячених конкретним історичним подіям, на уроках історії. Акцентовано увагу на творчості Т.Г. Шевченка та можливостях використання даного матеріалу при вивченні учнями історії України першої половини ХІХ століття. Окремі теоретичні положення статті ілюструються прикладами.

Ключові слова: інтеграція, міжпредметні зв'язки, історія України, українська література, бінарний урок, методика.

Formulation of the problem. The use of interdisciplinary connections in teaching school subjects is well investigated in the scientific literature. However, in scientific research is not unanimous approach to the definition of the concept of interdisciplinary communications, which is associated with attribution, named concepts to the integral general teaching concepts. Simultaneously, analysis of scientific and methodological literature and summarizing the teacher's experience

show, that interdisciplinary communications stay actual from positions of practice their realization in studying process.

Outside attention of scientists and methodologists stay thus aspects as providing interdisciplinary communications between history and Ukrainian literature during practical classes, techniques and methods development of cognitive interest of students to the history and Ukrainian literature, the need to increase the number of hours for accelerated study material and etc. There is a lack of humanities and scientific studies in modern methods of teaching Ukrainian students, devoted to the technologies of study literature in the context of specific historical events.

Analysis of recent research. By definition of S. Honcharenka, interdisciplinary communications is a mutually agreed training program, conditioned sciences system, and didactic purpose. The researcher remarks, that those communications reflect the complex approach to education and study of students, and as a consequently, enable isolation main elements of educational content and relationships between academic subjects [3]. A number of scientific papers and methodological articles raise questions about interdisciplinary communications, including development of subject competencies for students and using interactive methods of study (K. Bahanov, V. Vlasov, O. Pometun, A. Pryhodko); use controversial methods (N. Venceva); wide use historical sources and works of fiction in the classroom (B. Andrusyshyn, V. Borisenko, M. Vygovskyi, N. Zahrebelna, I. Kolyada, Y. Malienko); educational and intellectual games (O. Kozhemyaka, O. Mokroguz, O. Ohredko); non-traditional forms of study (Y. Kambalova, T. Myhailiv, E. Andriiv); using video and multimedia materials (V. Dribnycya, O. Hudobec) and others.

In the specialist literature from last years, increasingly meet methodological developments of lessons from history using interdisciplinary connections, which allows having introduced views about the effectiveness and efficiency of these lessons.

The purpose of the article is to highlight the methods of implementation of interdisciplinary connections on the lessons of history and Ukrainian literature because of the binary lessons of these objects.

Main part. Based on the basic theoretical concepts we analyzed the scientific literature on the stated theme, we made the assumption that:

Methods of implementation interdisciplinary connections stories of Ukrainian literature can be seen as the realization of an integrated approach to the study of historical events and phenomena through a combination of historical and literary material to form general subject's knowledge and skills;

Interdisciplinary lessons of history and Ukrainian literature - a form of organization of educational process in which the history and Ukrainian literature act as a single meaningful whole, focused on the wording of questions and tasks for pupils, aimed at synthesis and application of knowledge and skills of these subjects.

Note that a form of implementation of interdisciplinary connections and integration items for the semantic content is binary lesson [2], which, in our opinion, is the occupation, built on close interdisciplinary ties, conducted jointly by two teachers of respective subjects [9]. The duration of these lessons - 90 minutes.

The goal of the binary lesson is to create conditions for motivated practical use by students of knowledge, skills, and abilities, develop their emotional intelligence, enabling them to analyze facts, events and phenomena studied, to see the results of their work and get pleasure from it. [6] In carrying out its main objectives are achieved such as compliance unified approach to the educational problems of unity and requirements for students in the course of their training activities, the intensification of teaching and learning of students, integration and complement students' knowledge obtained in these subjects [9]. The essence of this lesson is developing its concept as implementing modern synthesis of the lessons of history and modern Ukrainian literature lesson with certain subjects by building logic and style of learning of students, related semantic content, through interdisciplinary communications, [13].

The technique of a binary lesson involves that the teacher of one school subject and teacher of another subject (here - a history teacher and a teacher of Ukrainian literature) both of binary lesson plan (or series of these lessons) usually with the final topics. This requires from history teacher the possession of material of Ukrainian literature on a given topic, and the teacher of Ukrainian literature - awareness of the historical outline of the events described in the book. Thus schedules subject teachers have to be agreed at the beginning of the school year.

Structure binary lesson (for example, Ukrainian history and literature) is as follows:

- 1) Organizing time.
- 2) Short instructing students for the order of the lesson.
- 3) Activation of students' supporting knowledge and motivation of their activities.
- 4) Introduction appeal of teachers to students with the topic of the lesson.
- 5) Watching of an interactive piece.
- 6) The resolution of historical / literary cognitive tasks.
- 7) Implementation of practical work (literary and historical test), various exercises on the theme (literary history quiz, crossword puzzles, etc.).
- 8) Control of learning.
- 9) Conclusions of the lesson. Reflection.
- 10) Homework and briefing of its implementation.

Our analysis of existing curricula approved by the Ministry of Education and Science of Ukraine [8], textbooks on the history of Ukraine, world history, and Ukrainian literature has shown great potential issues and topics for joint implementation of inter-subject relations and the history of Ukrainian literature [1,7,10 , 11,12].

For example, conducting of the binary lessons on topic "Ukrainian national movement in the late 1840s. Cyril and Methodius Brotherhood. T. Shevchenko" allows to student deeper reach their potential, to understand the causes of nucleation community movement, events of Shevchenko days in the literary and historical

perspectives, and provides the patriotic education of students. Already at the stage of updating the knowledge of binary lesson implements interdisciplinary of communication history of Ukraine and Ukrainian literature through a series of questions teachers to students like:

Analyze programmatic company documents (students are working on policy documents - "Genesis of Ukrainian people or the law of God" and the "Charter of Slavs and brotherhood".)

The most effective, in our opinion, make a binary lesson at the conclusion of topics as a synthesis that reinforces students' knowledge and develops their skills subject. When teachers work together they clearly see the level of students mastering educational material, the degree of assimilation and gaps in their knowledge. Clearly, the binary lesson requires skills of subject teachers and the training of students.

Note that while modeling binary lesson, the teacher is important to note that the perception of a work of art and the aesthetic pleasure of exploring it through coverage of events and characters will depend not only on the text but also the personality of its author. When selecting topics binary lesson should take into account how literary work helps students understand the historical picture presented by the author, find answers to questions, feel the value of life not only in the context of the past but today's realities, to identify the position of the author.

Thus, exploring the theme of the lesson, reading by students works of art of Shevchenko, which covers the uprising in Right-Bank Ukraine ("Gaydamaky"), opposition and revolt against the Polish gentry ("Night of Taras"), liberation from Turkish slavery brothers ("Ivan Horseshoe"), an angry condemnation of aristocratic depravity, sympathy woman-mother, protecting destitute ("Catherine"), biography of the author Taras Shevchenko enable students to learn in more detailed the causes and consequences of historical events of that time.

Another example of a binary lesson can be a lesson of Ukraine history and Ukrainian literature on "Development of Culture of Ukraine in the second half of the nineteenth century." The lesson could start by listening to Ukrainian song on the poem Grabowski "Hands flow, eyelids stick together." Then student reads out an

excerpt from the poem Taras Shevchenko "Hireling". The teacher puts students the question: What unites these works? Responding to it, the students describe the living conditions of the Ukrainian people that show up in music, poetry, painting the first half of the nineteenth century.

Conclusion. The use of interdisciplinary connections on the lessons of history and Ukrainian literary forms specific students` knowledge of the listed items and forms the basis integrity of their knowledge, develop systematic thinking of students, cognitive manipulation methods of general nature (abstraction, modeling, analogy, generalization, etc.), enabling them to use a single symbols and terminology in the marking of the same events and phenomena, provides a feasible learning activities of students.

Methods of teaching history and literature in Ukrainian secondary school may be modified considering the use of literature in history lessons. This is the transformation of educational material, not a simple observation or interception of his ready forms. The study of historical events reinforced acquaintance with literary works, promotes the development of intellectual competence, initiative, creativity, self-regulation of students.

An urgent challenge is a development of programs that will ensure the integration of subjects and practical course of training of history teachers and teachers of Ukrainian literature of use interdisciplinary connections on the lessons of these items.

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