

ARTIGO <https://doi.org/10.22481/praxisedu.v16i38.6023>**READINESS OF FUTURE TEACHERS FOR INTEGRATED TEACHING OF
EDUCATIONAL SUBJECTS IN FOREIGN LANGUAGE****DISPONIBILIDAD DE FUTUROS MAESTROS PARA LA ENSEÑANZA INTEGRADA
DE MATERIAS EDUCATIVAS EN LENGUAS EXTRANJERAS****PRONTIDÃO DE FUTUROS PROFESSORES PARA O ENSINO INTEGRADO DE
DISCIPLINAS EDUCACIONAIS EM LÍNGUA ESTRANGEIRA***Aryna Frumkina*

National University “Odessa Academy of Law” – Ucrânia

Mariia Diachenko

Classic Private University – Ucrânia

Yuriy Polyezhayev

National University “Zaporizhzhia Polytechnic” – Ucrânia

Nataliia Savina

National University of Water and Environmental Engineering – Ucrânia

Farshid Hadi

Islamic Azad University – Iran

Abstract: The article deals with the problem of training future teachers for integrated teaching a major subject and a foreign language to the school students. The paper emphasizes that the future teacher’s acquisition of two specialties: a fine art teacher and a foreign language teacher is possible in the students’ interconnected formation of two types of readiness, the first of which includes: psychological and pedagogical, artistic and visual, subject and methodical competences, and the second one includes psychological and pedagogical, foreign language, linguistic and methodical competences. The essence of integration of each type of competencies is considered in relation to: psychological and pedagogical; subject and content; and methodological knowledge and skills.

Keywords: Integrated teaching; Future teachers; Foreign language; Linguistic competence; Methodical competence.

Resumen: El artículo aborda el problema de capacitar a futuros maestros para la enseñanza integrada de una asignatura principal y un idioma extranjero para los estudiantes de la escuela. El documento enfatiza que la adquisición por parte del futuro maestro de dos especialidades: un maestro de bellas artes y un maestro de idiomas extranjeros es posible en la formación interconectada de los estudiantes de dos tipos de preparación, la primera de las cuales incluye: psicológica y pedagógica, artística y visual, asignatura y competencias metódicas, y la segunda incluye competencias psicológicas y pedagógicas, de lenguas extranjeras, lingüísticas y metódicas. La esencia de la integración de cada tipo de competencias se considera en relación con: psicológica y pedagógica; tema y contenido; y conocimientos y habilidades metodológicas.

Palabras clave: Enseñanza integrada; Futuros profesores; Lengua extranjera; Competencia lingüística; Competencia metódica.

Resumo: O artigo trata do problema de formar futuros professores para o ensino integrado de uma matéria importante e uma língua estrangeira para os alunos da escola. O artigo enfatiza que a futura aquisição de duas especialidades por professor de artes plásticas e professora de língua estrangeira é possível na formação interconectada dos alunos de dois tipos de prontidão, o primeiro dos quais inclui: psicológico e pedagógico, artístico e visual, disciplina e competências metódicas, e a segunda inclui competências psicológicas e pedagógicas, de língua estrangeira, linguística e metódica. A essência da integração de cada tipo de competência é considerada em relação a: psicológico e pedagógico; assunto e conteúdo; e conhecimentos e habilidades metodológicas.

Palavras-chave: Ensino integrado; Futuros professores; Língua estrangeira; Competência linguística; Competência metódica.

Introduction

The globalization of the processes of development of nature and society is due to such a form of their interaction, which leads to the merger of its individual components (Kvitka et al., 2019a). This is manifested in the formation of huge geopolitical structures that develop unified laws for their political, economic and cultural development. The diverse world arising as a result of this cannot be cognized by people by perceiving its individual elements without their further synthesis into a single whole (Kvitka et al., 2019b).

This implies that the sphere of education is also undergoing significant changes and it is no longer legitimate to teach children certain subjects without their semantic combination. The needs of society are in an interconnected understanding of knowledge from their various fields. Therefore, the child should receive versatile information in its correlation, as this

happens in nature with all processes and phenomena. In this regard, the training of future primary school teachers cannot consist only in teaching isolated subject content, but should be carried out on the basis of the formation of several types of competencies, in our opinion, these are: psychological and pedagogical (taking into account the knowledge and skills of general pedagogy / psychology and major subject); subject and content (where artistic and visual competence is dominant and foreign-language competence is auxiliary); and methodological (knowledge of teaching fine art and foreign language material) knowledge and skills. The combination of these competencies will lead future teachers to their readiness to teach schoolchildren any of the programmed subjects.

To solve the problem of preparing future elementary school teachers to teach a specific subject course of fine art using foreign language tools, it seems necessary to integrate competencies that provide training for a particular subject, in this case – fine art, with competencies that ensure readiness for teaching a foreign language, in this case – English. For this we will consider, first of all, the methodological essence of preparing elementary school teachers for their interrelated educational and foreign professional activities (Bodnar, Mirkovich, Koval, 2019; Shamilishvili, 2019).

The goal of the investigation is to substantiate the possibility of achieving the readiness of primary school teachers for integrated teaching of educational and foreign language speech activity using the example of teaching fine art in English.

Results and Decisions

The considered concepts of preparing future primary school teachers for teaching a foreign language in elementary grades allow us to distinguish 3 main types of competencies formed in them: psychological and pedagogical, 2) foreign language and speech, 3) linguistic and methodical.

Psychological and pedagogical competence boils down to the availability of pedagogical knowledge and skills for future primary school teachers to solve various pedagogical problems related to the presentation of the subject itself and ways to organize the educational process, as well as taking into account the psychological characteristics of the psyche of a child of primary school age for study foreign language.

Foreign language competence is reduced to the presence of teachers' vocabulary sufficient for free communication in a foreign language within the framework of socio-cultural

and social common topics which contributes to the development of the competence of social interaction as if it is necessary to move abroad (Borychenko et al., 2019). And they, in turn, should be based on phonetic, grammatical and lexical competencies, allowing the formation of speech competencies in various types of speech activity for the future development of the labor market (Koval et al., 2018; Mushynska, 2018; Drobic, 2019) and ability to adapt in modern socio-economic environment and to simplify the process of public administration and development of society (Bukanov et al., 2019).

Linguistic and methodological competence is reduced to knowledge of the methodological laws and principles of the scientific process, as well as teaching methods for all types of linguistic and speech material; various ways to improve their foreign language knowledge by reading authentic literature and using various interactive technologies. The combination of these competencies is the readiness for the professional activity of a foreign language teacher of primary classes.

The readiness as a type of professional and pedagogical activity of primary school teachers for integrated teaching in the fine art and a foreign language as a way of its learning is the acquisition by the future teacher of two specialties: a teacher of fine art and a teacher of a foreign language (Mushynska, 2018). This type of higher education is possible with the interconnected formation of two types of students' readiness, the first includes: psychological and pedagogical, artistic and visual and subject-methodological, and the second – psychological and pedagogical, foreign language, speech, linguistic and methodological competencies.

Consider the essence of the integration of each of the competencies' types regarding psychological, pedagogical, substantive and methodological knowledge and learnings.

The integrated formation of psychological and pedagogical competencies for the acquisition of the above-named two types of specialties consists in the students obtaining pedagogical and psychological knowledge in their native language, both general scientific content and specific content for each subject. Hence the development of their ability to organize in one educational process the acquisition by children of knowledge in the fine art and in a foreign language. Moreover, the development of their ability to solve any pedagogical problem that arise on the basis of the psychological characteristics of the children's age and their ability to perceive teaching material on fine art using foreign language tools.

An example of the formation of these types of competencies can be the solution of pedagogical problems. For example,

Pedagogical task number 1.

Let us suppose a student came to a drawing lesson without watercolor, which had to be brought. The teacher does not take learning time, noting, but says the following:

Teacher: "I see, you have not brought the watercolors today. That's why take my watercolors. I would like you to work at the lesson together with the other students and do all the necessary tasks."

Today, children, we are going to learn how to paint leaves. Take pencils and draw leaves in pencil at first. Now cover the leaves with green watercolors".

The teacher is addressing the student who didn't have the watercolors: "I am glad that you can do this work together with us".

The integrated formation of subject-content competencies, namely, artistic and visual for the subject "Fine Art" and foreign language for the subject "Foreign Language" will proceed from the fact that the first of them is dominant, and the second is serving. Therefore, the essence of the integration of these competencies is to acquire knowledge of various types of visual activity and the laws of the practical implementation of visual artistic images on the plane and knowledge of lexical and grammatical material, as well as speech, through which this knowledge of visual activity in a foreign language can be expressed; as well as skills of visual-graphic depiction of reality with the help of various art materials and taking into account the requirements of the style, types and genres of fine art and knowledge of technological techniques of artistic activity, and therefore, the teacher's ability to explain this in a foreign language, and children to understand this explanation and act adequately teacher requirements.

Pedagogical task number 2.

The student poorly completed his homework, which consisted in the image of a tree. However, the teacher in no way shows this unsuccessful drawing to the class and does not scold the student, but asks him to complete the task again, saying the following:

Teacher: "Alex, go to the blackboard. Take a piece of chalk and paint some parts of the picture. Tell me, please, how you will paint a trunk."

First student: I am drawing two lines. They are making narrow upward. And at the same time they are making wider downwards.

Teacher: What can you do to show the rough surface of the tree?

If the student is silent and does not know the answer, the teacher addresses the class with the words:

Teacher: "Children, who knows the answer?"

Second student: "To make the trunk of the tree rough we must cover it with pencil strokes."

Teacher: "What color should these strokes be?"

Second student: "Brown".

Teacher (addressing the first student): "Take some brown chalk and do this task. It is OK. Now everybody sees that you have done a very nice picture.

Now, children, we are going to learn how to paint the leaves. What leaves does a maple tree have? "

If the student does not answer, the teacher asks the question to the class. All subsequent work is carried out similarly.

Thus, the problem of low-quality homework was solved pedagogically in a legitimate way.

Pedagogical task number 3.

Students are learning how to draw pets. In order for the teacher to be able to explain to children how to portray a kitten, students must first learn the appropriate vocabulary and grammatical material related to drawing, namely: *draw, album sheet, brushes, paints, pencil, lines, strokes, oval, circle, dot*, as well as lexical and grammatical material related to the description of the kitten, namely: *paws, eyes, antennae, wool, fluffy, smooth-haired, playful, restless, pretty*.

Children listen to the teacher's explanations and watch how he performs graphic actions.

Teacher says: "Children, if you want to draw a kitten, draw an oval at first. Look how I am doing it. Follow me. Take pencils and draw an oval on the piece of paper. It is the body of the kitten. Now I am going to paint a round next to the oval. This is a kitten's head. And these two little triangles on the head will be his ears. Two dots in the circle will be his eyes. "

Thus, the teacher shows the various parts of the body of the kitten.

"Now do these actions by yourself and comment every step with your words in English. Who can do it? I see that Vera wants. She is raising her hand. Go to the blackboard and do it."

Vera: "Now I am drawing an oval which is the kitten's body..."

The integrated formation of methodological competencies, namely, subject-methodological and linguistic-methodical, consists of: 1) knowledge of the teaching methods of teaching fine art and knowledge of the teaching methods of foreign language and speech

material necessary for the expression of subject-methodical knowledge in a foreign language;
2) ability to perform all the methodological steps in drawing and use all the methodological techniques for teaching foreign language and speech material.

An example of the formation of the following two types of competencies can be the solution of the following pedagogical problems.

Pedagogical task number 4.

Learning to draw an apple. In order to teach students how to draw an apple, you need to know the apple drawing technique, which consists of the following steps:

Step 1. Draw a square measuring 8 by 8 cm and divide it in the middle with perpendicular straight lines, inside the square we draw an apple outline.

Step 2. We draw a stick and leaves at an apple. Erase excess lines.

Step 3. We take a pencil and, not pushing hard, we mark the dark areas of our apple.

Step 4. Now we press well on the pencil and draw new lines along the already marked areas, while expanding them, making a transition between the colors. To make the area darker, we can paint the cross on the cross. The edges of the leaves are made wavy.

Step 5. We paint more strongly the bottom of the apple and the side, the middle of the apple – just straight, you do not need to paint over much, because light falls on her.

In accordance with these methodological actions, the teaching methodology for the perception of this knowledge and the production of speech activity based on them is as follows:

- 1) introduction of new lexical units and their semantization;
- 2) activation of this vocabulary at the level of knowledge of lexical units;
- 3) exercises for reading records and self-compilation of phrases and individual sentences for the studied lexical units;
- 4) reading an educational text, which content consists in teaching actions for the image of a given subject, answers to questions to this text and its oral and written presentation.

Since the start of teaching drawing in English takes place already in the first grade of a primary school, when students have neither educational, nor subject-visual and no foreign language experience, it is advisable to conduct training in the field of drawing according to the only possible scheme: “from bottom to top”, and foreign-language activity – “from top to bottom”. The first involves a detailed study of the elements of the drawing process, their gradual complication and complex application for the image of gradually complicated drawings. The second involves imitation-based teaching of speaking, which reflects all the actions of the

drawing process and a description of the resulting drawings, and then linguistic detailing of the elements of such speech activity. At first glance, it seems that primary school students who do not have such linguistic experience and do not know the basics of the language system are unlikely to be able to speak a foreign language (Luchaninova et al, 2019). However, the methodology of teaching a foreign language, in particular English, is so labile that it allows you to adapt to such difficult pedagogical conditions of its application. Elements of this lability are: extralinguistic means (gestures, facial expressions, plastic); different types of visualization (subject, visual, visual-graphic); emotionally colored speech; semantization of some linguistic phenomena by whispering their translation into their native language; the use in speech of the same type of sentence constructions and their repeated repetition accompanied by appropriate actions; the use of simple grammatical constructions in speech, which are easily expanded and connected with others; the use in speech of such animal names, which often appear in cartoons; writing individual expressions on the board on the basis that almost all trainees use mobile phones with Latin graphics. Passov (1991) also confirms the idea that teaching foreign language speaking can be ahead of the study of the linguistic foundations of this foreign language. In this regard, the scientist says: Foreign language activity develops under the influence of speech communication and in the process of its flow, i.e. since this happens in the native language of students (Passov, 1991).

The foregoing gives reason to assume the possibility of simultaneously learning the art of fine art and foreign language speech accompanying such an educational process. Consequently, students will initially develop speech skills, which are defined as the ability to fluently and accurately reproduce the learned speech structures in coherent speech (Martynova, 2017), and then linguistic skills, which will lead to an understanding of each language phenomenon and its fluent and error-free use in a variety of linguistic conditions, namely: in formations, phrases and sentences, their transformation into a variety of grammatical structures. Examples of such constructions may be: *“I am drawing; he is not drawing; he doesn’t have paints; I can’t draw a circle because I have left a ruler and a stencil at home”*.

To achieve the primary formation of speech skills based on the content of the studied school subject, the following processes are integrated: perception, comprehension, memorization and application of subject information and foreign language accompanying them. Such an integration of the processes of perception, comprehension, memorization and application consists in:

- activation of the entire analyzer system in the form of: auditory, visual, speech-motor and motor analyzers for the adoption of new subject information, its perception, understanding, memorization and application;
- activation of only three analyzers: auditory, speech-motor, and visual (more precisely visual-subject), the latter limited only by visual clarity, excluding visual-graphic support, for the implementation of the same processes using a foreign language.

With the accumulation of foreign linguistic experience, as well as the general educational experience of teaching other subjects in primary school, students are gradually preparing for the understanding of linguistic phenomena in both their native and foreign languages. This allows making the transition to integrated learning of subject and foreign language speech activity from the recognition of linguistic phenomena to the improvement of speech (Frumkina, 2019).

Let us further consider the psychological characteristics of the assimilation of linguistic information and the development on its basis of speech skills in this form of the educational process.

Considering the *perception* of program material on the subject of fine art, it should be noted that it should be such as to create a complete image of the seen subject, as well as to activate its motivational activity, manifested in the desire to learn to portray the like of this. For this, the teacher must present the subject to be drawn in all its projections, shapes and possible colors. In this case, the teacher uses the following analyzers in the students:

- visual to view the presented picture;
- auditory for students to perceive the teacher’s explanation on the image of the subject on paper;
- speech-motor for involving students in the process of describing the image of the details of the picture and in the process of its holistic description;
- motor for performing artistic and graphic actions for depicting an object on paper.

Given the need to perform all of the above named actions for the perception of the subject and its further foreign language description, the same analyzer system is activated only in its foreign language support. So, it is involved:

- a *visual-graphic* analyzer for recording words and expressions in a foreign language, necessary to describe this subject and how to graphically present it on paper;

- an *auditory* analyzer for listening to methods of depicting an object on paper and its holistic description;
- a *speech-motor* analyzer for involving students in the process of pronouncing individual phrases and sentences for performing artistic and graphic actions and describing the drawing itself as a whole;
- a *motor* analyzer for recording a description of a perceived pattern in a foreign language.

Both those and other tasks are solved with the dominant activity of the teacher, and the entire foreign language load is placed on him. Students should adequately respond to his comments and at the same time exhibit a certain speech activity. Therefore, the material to be assimilated is speech, and most of it is intended only for its understanding. The student's reaction to the educational event of the teacher involves receptive, reproductive and productive speech activity. Since this speech activity on the part of the student is not program-driven, it is assimilated by the implementation of the same psychological processes as in the assimilation of foreign language speech according to the “top-down” scheme. Mastering the content of a teacher’s speech of a psychological and pedagogical nature is required only in its receptive understanding and adequate reaction to it, so the process of mastering it is as follows:

- the perception of such speech information is carried out by activating the auditory and speech-motor analyzers; semantization of perceived material takes place through the use of extra-linguistic means and “whispering” translation;
- comprehension of the teacher’s educational phrases is achieved through the direct actions of the teacher, by changing the timbre and emotional coloring of his voice. An adequate reaction of the student, confirming his understanding of the teacher’s requirements, should be manifested in his actions, and in some cases, the methods of speech behavior. For example, the consent is “*It’s OK. It’s not my fault. I’ll do it*” This psychological process is based on the activation of auditory, speech-motor and visual analyzers; moreover, the latter stimulates the understanding of the ongoing actions;
- memorizing this type of speech material is involuntary, because it occurs not by repeating the same type of speech structures, but by listening to them from lesson to lesson. Moreover, the teacher’s speech in one case is directed to all students of the class, and in the other, to each of them individually. In this form of memorization, the activity of auditory and visual analyzers is activated. Speech-

motor in most cases remains in isolation, because the teacher's phrases are not subject to repetition;

- the application of the knowledge of the learned material for its receptive assimilation is carried out passively and is manifested only through adequate behavior by students of the teacher's heard instructions. Moreover, as our pedagogical experience shows, passively assimilated speech material can go into the form of its active reproduction. This can only take place if the teacher repeatedly repeats educational phrases. For example, such as: *“Have you done your home task for today? Have you drawn a tree? Why haven't you drawn it? Don't talk with each other. Look at the blackboard. Why have you taken her pencils? Where are yours? You prevent me from conducting a lesson. Take your things and take a seat at the first desk”*

Conclusion

During the study, we came to the following conclusions. Teaching primary school students practical courses in a foreign language is relevant, because a foreign language acquires the status of service for any human activity, including educational, which leads to the realization of its natural function.

As a subject course, we have chosen “Fine Art” because theoretical knowledge for mastering it is quite limited, and practical steps to achieve drawing skills involve simple lexical and grammatical constructions for their expression.

The essence of preparing future primary school teachers for teaching students practical disciplines in a foreign language is the integrated formation of the following competencies among future teachers:

- 1) psychological and pedagogical, where the first includes knowledge and skills to achieve artistic and visual activities, and the second – knowledge and skills to achieve foreign-language activity that can serve the first;
- 2) subject and content, namely, artistic and visual for the subject “Fine Art” and foreign language and speech competences for the subject “Foreign Language”. The first of them is dominant, and the second is serving;

- 3) methodological, namely subject-methodical for the fine art and linguistic-methodical for a foreign language, consisting in solving pedagogical problems and resolving conflict situations in the lesson using a foreign language.

REFERENCE

1. Bodnar, S., Mirkovich, I., Koval, V. (2019). Human capital development in Ukrainian education system by means of language integrated teaching. *Dilemas contemporaneos-educacion politica y valores*, 7 (SI), 14.
2. Borychenko, K., Hudz, A., Koval, V., Golubkova, I., Mazur, A. (2019). European standards for social protection of internally displaced persons. *Dilemas contemporaneos-educacion politica y valores*, 7 (SI), 88.
3. Bukanov H., Kolesnyk A., Tashkinova O., Kotlubai V., Koval V. (2019). Social marketing in public administration of social service institutions. *Revista Genero & Direito*, 8 (6), 457-468.
4. Drobnic, J. (2019). The key innovations in career guidance on labour market. *Economics. Ecology. Socium*, 3 (1), 12-22. <https://doi.org/10.31520/2616-7107/2019.3.2-2>
5. Frumkina, A.L. (2019) The essence of the concept “future teachers’ readiness for integrated teaching a major subject and a foreign language to the primary school students” *Innovative Pedagogy*, 16, Part 2, 74–78. doi:10.32843/2663-6085-2019-16-2-15.
6. Koval, V., Polyezhayev, Y., & Bezkhlibna, A. (2018). Communicative competences in enhancing of regional competitiveness in the labour market. *Baltic Journal of Economic Studies*, 4(5), 105-113. doi:10.30525/2256-0742/2018-4-5-105-113
7. Kvitka, S., Borodin, E., Koval, V., Yemelyanov, V., Ivashova, L. (2019a). Innovative mechanisms of the cross-sectoral interaction between business and public authorities in conditions of information society’s transformation. *Dilemas contemporaneos-educacion politica y valores*, 7 (SI), 133.
8. Kvitka, S., Starushenko, G., Koval, V., Deforz, H., & Prokopenko, O. (2019b). Marketing of Ukrainian higher educational institutions representation based on modeling of Webometrics Ranking. *Marketing and Management of Innovations*, 3, 60-72.
9. Luchaninova, O., Koval, V., Markina, L., Zhovnirchuk, Y., Mishchenko, D. (2019). Development of entrepreneurial competence of vocational professionals by means of communicative management. *Dilemas contemporaneos-educacion politica y valores*, 7 (SI), 132.
10. Martynova, R.Y. (2017) Pedagogical basics of the integrated teaching of educational and foreign language speech activities of students of non-linguistic specialties. *Odesa, Osvita Ukrainy [in Russian]*.
11. Mushynska, N. (2018). Means of future economists’ professional self-development in the educational process of foreign language studying. *Economics, Ecology, Socium*, 2(3), 45–56.
12. Passov, E.I. (1991) Communicative method of teaching foreign language speaking. *Moscow, Prosvetshenie [in Russian]*.

13. Shamilishvili, G. (2019). Psychological Influence of Modern Mass Media on Formation of Gender Stereotypes. *Economics. Ecology. Socium*, 3(2), 71-76. <https://doi.org/10.31520/2616-7107/2019.3.2-8>

SOBRE OS AUTORES:

Aryna Frumkina

Ph. D. in Philological Sciences, Associate Professor of the Department of Foreign languages No. 2, National University "Odessa Academy of Law", Odessa, Ukraine. E-mail: fruma@onu.edu

 <http://orcid.org/0000-0003-2635-685X>

Mariia Diachenko

Dr. Sc. (Pedagogics), Professor, Classic Private University, Zaporizhzhia. E-mail: m.diachenko@mail.com

 <http://orcid.org/0000-0001-7250-1371>

Yuriy Polyezhayev

Candidate of Sciences (Social Communications), Associate Professor, National University "Zaporizhzhia Polytechnic", Zaporizhzhia. E-mail: polyezh@gmail.com

 <http://orcid.org/0000-0001-9160-694>

Nataliia Savina

Dr. Sc., Professor, National University of Water and Environmental Engineering. E-mail: n.savina@mail.com

 <http://orcid.org/0000-0001-8339-1219>

Farshid Hadi

Department of Management, Bilesavar Branch, Islamic Azad University, Bilesavar, Iran. E-mail: hadi_236@yahoo.com

 <http://orcid.org/0000-0001-9772-5988>

Recebido em: 03 de novembro de 2019

Aprovado em: 02 de dezembro de 2019

Publicado em: 01 de janeiro de 2020