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УДК 37.015.31:821(045)

DOI: 10.31339/2617-0833-2019-2(27)-94-97

## THE IMPORTANCE OF BINARY LESSONS FOR THE DEVELOPMENT OF CREATIVE ABILITY IN FOREIGN LITERATURE LESSONS

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## ВАЖЛИВОСТЬ БІНАРОВИХ УРОКІВ ДЛЯ РОЗВИТКУ ТВОРЧОЇ ЗДОРОВНОСТІ У ЗОВНІШНІХ ЛІТЕРАТУРНИХ УРОКАХ

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*The article emphasizes the importance of binary lessons for the development of creative abilities. The focus is on the study of foreign literature as a component of the humanities. Examples of topics for binary lessons are given. Positive features and disadvantages of binary lessons are noted. Emphasis is placed on a detailed approach to the research of the topic. The importance of reading dynamics, which is caused by the huge spectrum of phenomena that are currently occurring in society, is pointed out. Comparing the cross-curricular basis, their methodology is similar to binary lessons, but it is stated that the integration process in education can be larger, more powerful. It is noted that binary classes make it possible to synthesize, contrast the diverse knowledge of students.*

**Key words:** binary lessons, cross-curricular links, requirements, foreign literature, educational process.

*У статті наголошено увага на значенні бінарних уроків для розвитку творчих здібностей. Зосереджена увага на вивченні зарубіжної літератури як складової гуманітарних наук. Наведено приклади тем проведення бінарних уроків. Зазначено на позитивних особливостях та недоліках бінарних уроків. Закцентована увага на детальному підході до наукових досліджень вказаної теми. Вказано на значення динаміки читання, яка зумовлена величезним спектром явищ, що нині відбуваються у суспільстві. Порівнюються міжпредметній основі, їх методика, яка подібна до бінарних уроків, але вказано, що інтеграційний процес в освіті може бути більш масштабним, більш потужним. Зауважено, що бінарні заняття дають змогу синтезувати, протиставляти різнопланові знання школярів.*

**Ключові слова:** бінарні уроки, міжпредметні зв'язки, вимоги, зарубіжна література, навчальний процес.

In today's context, education cannot stay away from the rapid processes of scientific and technological progress, the strengthening of integration functions in the development of science, technology, production or politics. Our society is in continuous development and through the system of education puts forward and implements all new requirements to the person, in accordance with the quality of education as well: to the process of education, to constant self-education, development of new kinds of activity, to intellectual and physical development, to the ability to think logically and act creatively.

Reading plays a significant role in this process. The dynamics of reading are conditioned by the vast spectrum of phenomena that are currently occurring in society. «There is no doubt that reading is very responsive, reliable and, in a sense, even a universal indicator of the state of society

as a whole. Therefore, as we study reading, we feel the atmosphere, hear the tone, mood of the spiritual life of society, and vice versa, in analyzing social processes, we draw the background on which the playwright of reading unfolds» [2].

Many of these qualities can be developed through the introduction of integrative courses in schools, integrated lessons using computer technology, the desire of educators to teach the world whole, not fragmented into small pieces and ideas that are easily forgotten and are not reflected in modern realities.

Middle-aged and upper-middle-class students read foreign texts only for literature lessons, and most often «diagonally» or in abbreviated form, because these texts are almost never fixed in their memory.

In elementary school, students read a lot: Ukrainian folk tales, foreign texts and works of literary classics. At this age, there is still family reading and discussion with parents. Exploring this topic, we have come to the conclusion that if the younger student has not mastered the technique of semantic reading, which is aimed at understanding the text, then further reading will become an undue burden for him. Learning to read meaningfully is one way of developing a student's creative ability.

We know about the technological aspect in teaching from the works of Jan Amos Komensky, who sought to find his general order (the ideal teaching method) [4]. In practice, using works of art as material filled with educational direction, it was the writers who came to the aid of scholars. Under this condition, learning can be characterized as a masterful allocation of time, subjects, and method. Since then, there have been many attempts to make learning as effective as possible. 60 years of XX century. gave rise to the introduction of pedagogical technologies in educational practice.

In foreign theory and practice, it is associated with the works of B. Bloom, D. Bruner, J., Carol, S. Spaulding, D. Hamblin, Y. Babansky, V. Bepalko, P. Halperin, G. Okon, N. Osmolovskaya, N. Shchurkova, and in Ukrainian science - A. Aleksyuk, V. Bondar, V. Lozova, I. Podlasy, O. Pometun, A. Furman, and others [1].

An integrated lesson is a cross-curricular lesson, its methodology is similar to binary lessons, but the integration process in education can be larger, more powerful. Its purpose is «to create prerequisites for a comprehensive examination by students of a certain object, concept, phenomenon, formation of system thinking, arousal of imagination, positive emotional attitude to cognition» [2].

Cross-curricular links and content integration are not the same didactic concepts. Cross-curricular links involve fragmentary transfer of information from one subject to another, such as related subjects: literature-history-geography-fine arts-music-psychology.

As a rule, they are short in time. The integration of content in the lesson provides a high level of generalization and systematization of information, which contributes to the understanding of the material being studied [6]. Integrated lessons are not only traditional in form of organization and conduct, but also unconventional (travel lessons, fairy-tale lessons, absenteeism lessons, disputes lessons, court lessons, observation lessons) [4].

Integrated and binary classes are distinguished in some authors works. The word «binary» comes from the Latin word «binarius» - «double». According to the classification of A.V. Khutorsky [6], binary classes refer to the classes of communicative type. It is a specially organized research that combines knowledge in various subjects, aimed at solving a particular problem that has arisen at the boundaries of the academic disciplines, which allows students to achieve a holistic perception of the studied issues, and have a practical orientation. Conducting a binary class involves a number of difficulties, namely: not always topics in the programs of educational subjects that should be integrated are formulated in the same way; often lessons that can be integrated according to the requirements of the program have to pass over a long period of time, and this also requires adjustment of the curriculum [2].

Binary classes make it possible to synthesize and contrast diverse knowledge [1]. The

methodology of such a lesson has some differences from the methodology of the traditional one, for example, that two teachers teach one topic. Stages of binary classes do not exist in isolation from each other but are organically combined and can be intertwined with each other [6]. Choosing a topic for such an organizational form of learning requires a comprehensive and systematic approach.

Binary lessons are a kind of integrated. Their main difference is that information from different subjects is presented in separate blocks, as a rule, they are united by a common educational topic or problematic issue [5]. The peculiarity of the binary lesson is the presentation, that is, the study of the problem of one subject finds continuation in another; cross-curricular connections are realized in the course of teaching disciplines, usually in one educational field.

The purpose of the binary lesson is to create a condition for motivated practical application of knowledge, skills and abilities, to enable students not only to see the results of their efforts, but also to receive joy and satisfaction from the lesson [4]. Such lessons go far beyond the scope of the ordinary lesson, increasing the ability to develop the creative abilities of each student.

The binary model of learning is an important means of implementation of intraclass and intersubject links, in parallel it is an integrated learning tool [4], which helps to solve many problems, as well as to organize corrective support for students.

Binary lessons undoubtedly enrich the educational process, develop the cognitive interest of students, contribute to the development of a child's personality, make it possible to increase the motivation of learning.

An important step in the preparation of the binary lesson is the joint and careful planning. The lesson is divided into pieces that complement each other.

Binary lessons require careful preparation from both the teacher and the students, so they cannot be taught often. But such a lesson, conducted not for the sake of external effect, but for the systematization of basic knowledge, for the formation of beliefs in the coherence of objects and the integrity of the world, is an important step in the formation of students' worldview, the development of his thinking.

For example, if you consider a binary lesson in foreign literature and mathematics on «O. Khayyam - coryphus of Persian poetry and the solution of rational equations», students will become acquainted with mathematical linguistics. The poet Omar Khayyam himself was a mathematician and constantly solved the equation. Binary lessons (foreign and Ukrainian literatures) with elements of comparative analysis can also be frequently encountered.

Extremely interesting is the binary lesson «Service to the Muses and the People» by the Works of Lesya Ukrainka «Ancient Fairy Tale and Ovid», «The Life of a Poet» in the eighth grade.

An important feature of binary learning is the constant reduction of the mental and practical activity of students (mental and practical activity is rationally alternated, and there is no decline in working capacity), as well as an increase in cognitive and practical activity [5].

Activity is a deliberately demonstrated condition for achieving a specific goal. Independence is the ability, without outside help, to perform certain actions much better, as the number of coercive actions decreases, the number of cases when students «dig in» to the essence of the material under study is realized, and that the information currently offered to them should be used in practical actions [6]. Insufficient assimilation of the material leads to certain complications, which can be immediately detected in practical action.

The effectiveness of binary lessons cannot be overstated. First, it combines the pedagogical efforts and experience of both educators, which allows for a high and professional level to lead the learning process, as the skills of one are complemented by the benefits of the other. Existing deficiencies in the activities of one are offset by the merits of another.

Second, combining the efforts of two educators contributes to the management of the process of cognitive and practical activities (especially when the group is full) [2].

Third - to enhance the individuality of learning. Regular change of educational steps

allows to identify those students who need special attention.

Fourth, it is easier to study basic (complex) topics. These lessons are of great importance in terms of improving the skills of teachers themselves, their professional orientation.

Thus, it was proved that an integrated approach in teaching contributes to expanding the social and cognitive experience of students in line with the teacher's specific educational tasks, intensive development of students in the aspect of the chosen subject; formation of interest in events and phenomena of reality, education of personality, develops general educational skills of children. In addition, binary lessons help to unite the teaching staff, set common tasks for teachers, develop joint actions and common requirements, and broaden the students' outlook and culture.

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