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## INTEGRATIVE PROCESS OF TEACHING FOREIGN LANGUAGE CULTURE TO SCHOOLCHILDREN

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### Abstract

This article discusses the relevance of the integrative model of teaching foreign language culture to primary school children. Where the role of integration in the process of teaching a foreign language was studied. Also, the issue of foreign language culture in the process of teaching a foreign language with the use of interdisciplinary integration is analyzed.

**Keywords:** integrative model, foreign language culture, primary school age, foreign language, education.

Today, teaching foreign language communication to younger schoolchildren is one of the most popular areas of modern foreign language education aimed at the comprehensive development of students' personality by means of a foreign language. Since a foreign language is one of the most universal subjects that can enrich primary education, since children of primary school age have an innate and not yet lost ability to master languages, and languages, in turn, can become an effective means of children's development [1]. The activity-based nature of this educational subject, its versatility allow us to build the process of teaching a foreign language in a variety of content and organizational forms and understand it as a means of storing and transmitting various special knowledge, not just language. Within the framework of a positive assessment of the use of interdisciplinary connections in primary school and the undoubted advantages of a foreign language for younger schoolchildren, as well as its ability to integrate with other academic subjects, a prerequisite for building a foreign language course in primary school based on an integrative model [2].

In the modern theory and methodology of teaching foreign languages and the formation of the personality of a younger student, the expediency of using an integrative approach, which contains a huge potential, is emphasized. Therefore, the main advantage of

integration in teaching foreign languages to younger schoolchildren is the creation of conditions for the formation of a child's personality with a broad ideological mindset, capable of actively acting in various fields of activity in solving educational tasks of various directions. Integration makes it possible to improve the quality of knowledge acquisition by students due to the interpenetration of the content of different subjects and consideration of the same subject of study from the point of view of different subjects [3].

A foreign language as a subject creates all the conditions for the effective implementation of the integration model – the knowledge gained in the native language allows you to study a foreign language from different sides. Since it is a foreign language compatible with a large number of subjects, such as the world around us, the history of the country of the language being studied, fine arts, Kazakh/Russian language, literature, mathematics, music, technology in elementary school. Integrated lessons refer to non-standard forms of lessons. They are held rarely, once a quarter, six months or a year. they require the training and creative initiative of a group of teachers of various subjects. A foreign language is a special subject, but it is impossible to cover the full depth and complexity of linguistic phenomena without taking into account their psychological and social aspects [4].

The integrative approach assumes a uniform and equal connection of related topics from all disciplines, the study of which is mutually intertwined at each stage of primary school education. The use of an integrative approach in the educational process aimed at developing the professional competence of schoolchildren by means of a foreign language using inter-subject connections precedes:

- determination of structural and logical connections of academic disciplines of the profile and linguistic cycle;
- selection of components for integration;
- determination of conditions, methods and depth of integration. Integration of several disciplines (foreign language and professional discipline) becomes possible in the process of professionalization of the English language.

In the scientific and pedagogical literature, integrated learning is considered as a didactic tool for the controlled integration of knowledge acquired by students in the process of forming inter-subject skills. Since, inter-subject relations are becoming very relevant at the present stage of the development of school and vocational education, the improvement of which goes along the path of integration of knowledge, which in no way means the elimination of systematic classes in individual subjects. They only contribute to the consolidation of the practical orientation of the subject "foreign language".

A foreign language comes into contact with all other school subjects to one degree or another and opens up the possibility for students to gain additional knowledge in history, geography, literature and other subjects. For younger schoolchildren, foreign language activity is a means not only of learning, but also of playing. For the teacher organizing this activity, it is a goal, and the actions integrated into it are a means of learning. It is important for a child to have an internal, communicative and cognitive motive that fuels interest in the subject "foreign language". To do this, during integration classes, interesting tasks are set for children. The vital need for communication, the need to solve emerging communicative tasks are the main engines of mastering a foreign language [5].

In general, it seems to us very important to note that in the process of integrated teaching of foreign languages, a new final quality of the learning process arises, consisting in a significantly high increase in the efficiency and effectiveness of mastering this subject. What determines your appearance? To answer this question, it is necessary to refer to the concept of "foreign language culture" [6].

Safonova V. V. adheres to the opinion that the culture of a foreign language is based on the fact that in cognitive, educational, educational and developmental aspects it is obliged to give students the process of learning and mastering a foreign language. Foreign culture, being the purpose of teaching, has psychological, linguistic, cultural, socio-pedagogical content, which should be attached to all aspects of cognition and ousted from the domain of the discipline "foreign language". However, in classes of this type,

the culture of a foreign language cannot, in our opinion, become the goal of learning, since it is mastered gradually, and not immediately [7]. Therefore, in a foreign culture, it is necessary to first identify the most important sections, i.e. the components of a specific goal, and then clarify them in the objects of study. In addition, it is very important to solve two problems:

- 1) to establish an ideal correspondence to a group of objects included in the cognitive, educational, educational and developmental aspects;
- 2) highlight the area of subjects that can be learned in the time allotted for learning a foreign language.

E. I. Passov believes that the culture of a foreign language is a part of culture, a spiritual resource that a student should take in the process of learning a foreign language, while using a communicative approach in such aspects as cognitive, educational, developing and teaching, and it is important that the leader directly has an educational aspect.

That is, the culturological task of teaching a foreign language is integrative, since the concept of "culture" means all the diversity of social, historical, ethnographic and national characteristics of the country and its people. The implementation of this educational base, as it seems to us, is nothing more than an important and largely determining factor affecting the development of a child's personality, and therefore is a specific goal of any general education approach. Due to its properties, integrative learning is able to solve the tasks of teaching a foreign language within a specific educational goal [8].

In general, the tasks of linguistic and cultural education in teaching a foreign language to younger schoolchildren consist in acquiring knowledge about the structure of the language, about the cultural characteristics of the language being studied, its system, its differences and similarities with the native language, in addition to solving the educational interests of students in such areas as ethnographic, national, social features in the country of the language being studied [9]. The above-mentioned knowledge, which the child learns as a set of cultural facts, ideas and systems of concepts, serve as the basis for the formation of thinking of younger schoolchildren, as well as regulate their creative activity. Therefore, foreign language culture should be used as one of the main means of forming the basis for teaching foreign language culture, and in particular a foreign language, as an element of spiritual enrichment of a child's personality [10].

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