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**METHODS OF APPLICATION OF INTEGRATED UKRAINIAN LANGUAGE
TASKS IN THE PREPARATION OF FOREIGN STUDENTS**

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Annotation: the article considers the relevance and effectiveness of the study of spelling, morphology of the Ukrainian language in relation to history. The practical application and educational opportunities of the proposed integrated tasks are determined.

Keywords: integrated learning, interdisciplinary links, integrated lesson.

Education is characterized by systemic changes in structure and content, constant updating, search for new methods, techniques that contribute to better learning by students. Rethinking learning priorities, the role of the student as a subject of the educational process, as well as social change, lead to unconventional approaches to solving many educational problems. One of the leading trends in the development of modern education is the integration of its content.

Success in teaching the Ukrainian language directly proportionally depends on the creativity of the teacher in preparing and conducting classes, the desire to teach and the skill to pass their knowledge to students. In my opinion, a teacher of the Ukrainian language can achieve the set educational goals by introducing creatively prepared integrated classes into the practice of teaching foreign students, in which information from several subjects is organically combined.

This approach to learning contributes to information enrichment of perception, thinking and feelings of foreign students by attracting interesting material that enables different parties to learn about some phenomenon, the concept, to achieve the integrity of knowledge, to reveal creative abilities.

"Integrated technologies" is a systematic set of techniques, means of training activities covering the entire learning process from goal setting to get results. This technology can be most efficient based on the needs and interests of students .

There are three levels of integration: internally subject, interdisciplinary, trans- subject. Interdisciplinary connections provide for the inclusion in classes of questions and tasks on the material other objects of secondary importance for the study of the topic. This is a separate short form that contribute to a better understanding and comprehension of a particular concept.

The tendency of modern education is based on the formation of a fully developed and socially adapted, spiritually rich personality, but also put forward new requirements to the study of the Ukrainian language, including orthography and morphology. The principle of integration that enables students to achieve the interdisciplinary generalizations and the best learning material only "in strengthening the connection of the lessons of the Ukrainian language with life", as also mentioned in "Standardized requirements with Ukrainian as a foreign language. The level of Ukrainian as a foreign language A1-B1", approved by the Ministry of education and science of Ukraine. Therefore, the main task of education is training young people for modern life, and the idea of integrated education, which is extremely important and contributes to the goal of quality education, forming a creative personality of students, awareness of the importance of their work and the achievement of its performance [1].

The authors of the dictionary in Ukrainian linguistics are convinced that the integrated lesson is a lesson, which examine complex issues that is the subject of several academic disciplines, such as language and literature; language and history; language, literature and fine arts; to a lesser extent, language and mathematics, language and geography.

Often classes the development of coherent speech, in particular work-a description for the picture, during which clarified the information about the artist, painting technology (art) and implemented the requirements of the current program with the language" [2, p. 61]. T. Donchenko offers to call classes that integrate two or three subjects (language and literature, history, geography and the like), pursuits of literature, which enable a deeper understanding of the word and through the word to know and the spirit of the nation, its unique national character" [3, p. 36] and aimed at developing students ' knowledge of the laws of the Ukrainian language, its national specificities and together with the history of the nation, its culture, literature, art, features of the national character, of the peculiarities of vision of the world picture. Thus, the multidimensional nature of the concept of "integrated activity" requires more careful study and precise definition of the term in linguodidactic.

Integrated lesson in spelling and morphology of Ukrainian language for foreign students is based on the principles of developmental education and involves the use of various forms and methods of work (research tasks, tasks with elements of surveillance, different types of conversations, "Mike", "Sincan", "Brainstorm", "Take a stand"), in which students receive information from different fields of science that supports the effectiveness of their learning, and to stimulate dialogue.

Consider some examples of the most effective, in my opinion, fragments of integrated lessons of spelling and morphology in interaction with history for foreign students.

1. Classes - a virtual tour.

Read and answer the questions:

- Are there numerals in the text?
- Find in the text of the phrase noun + numeral.
- Determine their category by structure.

Zaporizhzhya lands

The capital of Zaporizhzhya was Sich, where the Kosh ataman and his sergeant lived. Zaporizhzhya lands were divided into eight districts, which were called palanquins, as

now the areas where married Cossacks lived and all those who wanted to farm. They were called silencers because they lived in villages and winter quarters, as the Cossacks called their farms. In recent times, there were 64 villages in Zaporizhzhya, and there were up to 4,000 winterers or hamlets, where there were several houses, sometimes 3-4, and, in addition, there were several thousand burdyugs everywhere in the Zaporizhzhya steppes. These were dugouts, where the Cossacks found refuge from the weather, and sometimes from the Tatars.

2. Lesson - observation.

Read the sentence. Keep track of what different actions the word goes. In each sentence, replace the word with another, similar in meaning. Write down one reworked one.

It is snowing. There is a steamer. There is a train. Spring is coming. Time is running out. There is a concert.

(It's snowing. A steamer is sailing. A train is going. Spring is coming. Time is running out. A concert is taking place).

We conclude that the word goes has not one but several meanings, because it is used instead of floating, and instead of pouring, and instead of passing, and instead of happening.

Hence, it can be called ambiguous.

3. Lesson - research.

Put the given words in the accusative case. Make a sentence from three of them.

Hetman, Volodymyr the Great, basket chieftain, mace, right hand, prince, serf, emperor, nobleman, parish, pechenegs, footman, musket.

Thus, the effectiveness of integrated lessons in the study of spelling and morphology increases provided that the tasks proposed by the teacher in the lesson interest students and bring learning closer to life, show the possibility of practical application of the material, and contribute to the formation of intellectual and creative development of

students, conditions for self-affirmation, self-realization and self-development of their personality.

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