

Uses and Benefits of Integrated Lessons (Subjects: Russian Language and Mathematics Lesson Topics: Fractional Numbers)

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Abstract

This article discusses a special type of lesson that allows you to arouse interest in the material. We also want to show the use and benefits of an integrated lesson, using the example of the Russian language and mathematics. Everyone knows that the Russian language belongs to the humanities, and mathematics - to the exact mathematical ones. Combining these two subjects - our lesson or lecture aroused the interest of students. Nevertheless, first, what does an integrated lesson mean? An integrated lesson is a special type of lesson that combines learning simultaneously in several disciplines while studying one concept, topic, or phenomenon. Such a lesson or lecture brings the learning process closer to life.

Keywords: Fractional numbers, integrated lesson mathematics, Russian language

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Introduction

The form of the integrated lesson is non-standard and is liked by students and pupils of schools. As for languages, there is an opportunity to combine them with many subjects. The integrated lesson is new in the modern methodology. It binds incompatible objects. However, the foreign language itself is integrated, because it is used in science, art, culture, and in general in real life.

It should be noted that in an integrated lesson of two or more subjects, one is the leader. Sometimes teachers conduct such lessons together, but it is also possible for one teacher. Such lessons relieve fatigue by switching to other subjects and serve to develop the attention, speech, and memory of the student.

1. In an integrated lesson, which consists of two or three different subjects, it is very important to correctly determine the main goal of the lesson. If the overall goal is defined, then only the information that is necessary for its implementation is taken from the content of the subjects.
2. Integration helps to relieve stress, overload, and fatigue of students by switching them to a variety of activities during the lesson.
3. When conducting an integrated lesson by teachers (leading different subjects), careful coordination of actions is required.

The structure of integrated lessons differs from regular lessons in the following features:

- ultimate clarity, compactness, and conciseness of educational material;
- logical interdependence, the interdependence of the material of integrals subjects at each stage of the lesson (Bobrova, 2014).

Research Methodology

The development of the structure of an integrated lesson is a joint task of teachers of integrated subjects. An integrated lesson, due to its complexity, requires a script, not a simple plan or outline. There are several subjects of the process of cognition, diverse material, and various teaching methods in it. All this requires thoughtful management of an essentially new process of cognition (ГАПОУ "ПККК", 2022).

In the form of integrated lessons, it is advisable to conduct general lessons that will reveal the problems that are most important for two or more subjects, but any lesson with its own structure can be an integrated lesson if knowledge,

skills, and results of analyzing the studied material by methods of other sciences are involved in it, other subjects. Most often, integrated lessons are paired and are conducted by teachers together. A variety of integration of educational subjects is possible.

Today we will demonstrate integration in a Russian lesson. The lesson that we propose for consideration is an integrated lesson of the Russian language and mathematics. The topic of the lesson is "Fractional numbers". Vocabulary on this topic was introduced in the lessons; vocabulary was worked out in a series of language exercises on this topic.

In this case, we want to show the connection between the subjects of the Russian language and mathematics. After all, at every lesson or lecture we call numbers, fractions, and various expressions - these can be dates, number of exercises, pages, etc. They are not always called correctly.

For example, how to read fractions

$\frac{3}{240}, \frac{1}{2012}$? (You need to write on the board and leave until the end of the lesson). It is important not only to name the numbers correctly, but it is also equally important to be able to correctly write down mathematical terms.

You can also use proverbs. For example:

- Seven, do not wait for one;
- chase two hares, you will not catch one;
- Measure 7 times, cut once;
- Do not have 100 rubles, but have 100 friends;
- One head is good, but two better;
- Do not eat porridge with two spoons.

Results of Analysis

Now, back to our fractions. How do you read them correctly?

The purpose of the lesson is to carry out an interdisciplinary workshop on this topic. We set the task of applying the acquired knowledge in practice and using the Russian language in a situation of real communication, because in real life when talking, we do not speak mathematical terms. However, at the same time, we explain how these numbers are called in mathematics. We can give several examples:

Students read fractions $\frac{3}{240}, \frac{1}{2012}$.

- Дробные числительное $\frac{1}{2}$ одна вторая - половина (разг.), 0,5 -

ноль целых пять десятых (Fractional numbers $\frac{1}{2}$ one second - half (colloquial), 0.5 - zero-point five-tenths);

- **1/3- одна третья – треть (разг.)** ($\frac{1}{3}$ - one third - third (colloquial));
- **$\frac{1}{4}$ - одна четвёртая – четверть (разг.). Дайте, пожалуйста, четверть килограмма сыра.** ($\frac{1}{4}$ - one-fourth - a quarter (colloquial). Give me a quarter of a kilo of cheese, please.);
- **1,5 – одна целая пять десятых, 1 $\frac{1}{2}$ полтора (он, оно) (разг.) Полтора года, полтора ведра** (1.5 - one point five-tenths, $1\frac{1}{2}$ one and a half (he, it) (colloquial). A year and a half, a bucket and a half);
- **Она – полторы(разг.). Мы отдыхали на море полторы недели.** (She is one and a half (colloquial). We rested at sea for a week and a half).

Половина – пол; Л – пол-литра, пол-листа

(Half. - Half a litter, half a sheet);

- **Гласная и большая буква- пол- Азии, пол- Европы, пол- Москвы**

Пол-арбуза, пол-яблока (A vowel and a capital letter - half of Asia, half of Europe, half of Moscow.

Half a watermelon, half an apple)

- "Half" («Пол») in other cases is written together: **полгорода, полгода, полквартиры, полчаса** (half a city, half a year, half a flat, half an hour, etc).
- **Время – 8.30 – полдевятого, полпервого** (Time - 8.30 - half-past nine, half past one);
- **Но 10.30 – пол-одинадцатого** (But 10.30 - half-past ten).

The teacher carefully observes the pronunciation of the numerals.

A teacher of mathematics or Russian language can distribute, for example, tasks with equations. The main thing is to read the numbers and actions correctly. However, it is also possible to solve by correctly naming the course and actions of the solution. For example, this example:

$$1) 200: (2x + 510) = 2$$

$$2) 61 - (3x + 51) = 1$$

$$3) (8x - 12) \cdot 15 - 200: 4 = 20$$

In a word, we can say that the main emphasis in the integrated lesson is not so much on the assimilation of knowledge about the relationship between phenomena and objects, but on the development of figurative thinking.

Integrated lessons also require the mandatory development of students' creative activities. This makes it possible to use the content of all academic subjects, to attract information from various fields of science, culture, and art, referring to the phenomena and events of the surrounding life (Мартынова, 2003).

Conclusion

Summing up, I would like to say that despite the fact that integrated lessons have previously taken place in the school curriculum and such a lesson is based on a traditional activity approach, the implementation technology is quite modern, relevant, and innovative, since such innovative forms are used in the lessons, as a discussion, group interaction, solving a problem situation, making presentations, etc. All this contributes to the achievement of the goals of education outlined in the new standards. Teachers of all foreign languages can use this new technique in the classroom, because. The foreign language itself is integrated (Интегрированный урок, 2022).

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