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## The educational text in integrative teaching of Russian as a native language in schools of Kazakhstan

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### Abstract

**Relevance.** Language teaching in schools of the Republic of Kazakhstan (RK) is implemented considering all current trends and includes the use of innovative methods. Special attention in the process of language education in schools of the Republic of Kazakhstan is paid to the study of Kazakh, English, and Russian languages.

**Purpose.** The purpose is to conduct an investigation on the linguodidactic possibilities of integrated learning among students in educational institutions with Russian as the language of instruction and to assess the effectiveness of the author's integrated course in teaching the Russian language as a native language.

**Methodology.** To achieve this goal, methods of analysis and synthesis, comparison, observing the educational process, and a specially developed author's experimental programme of integrative teaching of the Russian language in communication lessons were used.

**Results.** The study describes the linguodidactic possibilities of integrative teaching of the Russian language in the conditions of updating the content of school education in the Republic of Kazakhstan. The possibilities of the educational text in teaching Russian as a native language are described. An attempt is made to identify the educational potential of the educational text as an integrative category. A study was conducted among tenth-grade students of the Municipal State Institution "Secondary School No. 125" of Almaty, which demonstrated the effectiveness of the developed experimental programme of integrative learning. Examples of specific tasks from the tested experimental programme are given and

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their effectiveness is determined. The views of teachers and schoolchildren on the approved programme and its effectiveness are identified.

**Conclusions.** The results can be used by teachers of the Russian language in schools of the Republic of Kazakhstan to improve the quality of the educational process, by the management of educational institutions when compiling a school educational programme and introducing integrative courses into it.

**Keywords:** lesson-communication; analytical-synthetic exercises; modernisation; communicative competence; pedagogical process.

## **Introduction**

Kazakhstan's education is developing and modernising in parallel with changes in the world and in accordance with international requirements for improving the quality of the educational process. Integrative learning is a modern method that is increasingly used in educational institutions of the Republic of Kazakhstan (RK). It also plays a substantial role in the study of languages, especially the Russian language as a native language. The Russian language serves as a means of international and interethnic communication among the diverse ethnic groups residing in the Republic of Kazakhstan. One of the methods that is advisable to use in the framework of integrative teaching of Russian as a native language may be an educational text. Its use in the educational process may well increase the language competence of students. In addition, integrative learning can affect the emotional state of schoolchildren, their perception of the school curriculum and motivation to learn Russian.

Thus, M.B. Kumbasova & G.Kh. Kuishegulova [1] investigated the features of integrative learning in the educational process of schools of the Republic of Kazakhstan and noted that the use of integrative courses not only develops language skills and speech culture but also reduces the overload of students, reinforces their motivation, analysis and synthesis skills, activates cognitive processes. N.A. Akhmetova *et al.* [2] also identified the features of integrative teaching of the Russian language in the framework of the updated content of school education in the Republic of Kazakhstan and concluded that integrative learning is able to develop not only the language skills of schoolchildren but also their communicative abilities. As part of integrative learning, students also develop the ability to work in a team, take responsibility for the results of their decisions and actions, plan their activities, and increase motivation to learn. In addition, the researchers believe that despite the fact that integrative learning is most often a team form of work, and students are independently responsible for their actions and acquired knowledge, it is the teacher who takes the leading role in the organisation and effectiveness of this process. S. Kamelova [3], who analysed the educational-methodological manual "Learning Russian in Atyrau" and provided methodological recommendations for using this manual, asserts that materials for learning the Russian language should be selected individually for each student, taking into account their needs and interests. In the opinion of the researcher, it is necessary to build the educational process and communication with students so that each student feels like an active participant in learning, which can be achieved through integrative learning and the use of educational texts within it.

D. Naimanova & L. Lebedyeva [4] determined the main aspects of integrative learning and concluded that there is a problem in the selection of materials that would be interesting to students and form the necessary competencies for them. Researchers also see a problem in motivating teachers to introduce integrative learning into the educational process: teachers are not always ready to spend time on something that, in their opinion, will not bring the desired result, will not form the necessary knowledge and skills in students, so they need confirmation of the effectiveness of such modern methods. Considering the subject of the educational text, S.Kh. Zhumagazieva [5] explores the use of literary text in the study of the Russian language and notes that its use in the educational process can really motivate students to acquire knowledge and skills, especially if it is selected considering the interests of students. The researcher also notes the possibility of using literary texts at all stages of learning the Russian language and claims that their use helps to develop all the speech skills of students, increases motivation and improves their communication skills. D. Akhmedova [6] described in her work the methods of teaching Russian as a native language and concluded that by using educational texts in teaching Russian, teachers develop students' literate speech, form their ability to use polysyllabic constructions, and metaphors, which brings them closer to a high level of language mastery. A big role in the use of educational texts, according to the author, is assigned to the teacher, their ability to motivate, use those methods that will be interesting to students and those educational/artistic texts that will not only be the basis for improving speech skills but also motivation to master Russian as a native language.

Thus, in recent studies on the effectiveness of the use of educational texts in integrative learning, it is noted that integrative learning is effective not only in the formation of language competence, but also in reducing the burden on students, strengthening their motivation, developing skills of analysis, synthesis, and activation of educational activities. Educational texts that can be used as part of integrative teaching of Russian as a native language are an effective method that develops all the speech components of students and brings them closer to a high level of language proficiency. The most effective educational texts in the framework of integrative learning will be only if they are successfully selected – based on the needs of a particular class and each individual student. Researchers also believe that the leading role in the described processes is assigned to teachers. However, the analysed sources state that teachers are not ready for integrative learning and the use of an educational text within it since they are not sure of the effectiveness of these methods. In recent studies

on this subject, there is also no evidence of the effectiveness of the described integrative programmes.

Based on this, the purpose of this study is to experimentally verify the feasibility of the proposed methodology of working with the educational text based on the use of an integrative approach to teaching Russian in schools with the Russian language of instruction and to determine its productivity. The objectives of the study are to describe the features of integrative learning and to identify the aspects of using the educational text in the framework of integrative teaching of Russian as a native language at school.

## Materials and Methods

In this study, methods of analysis and synthesis, a comparison method, a method of observing the educational process, and a specially developed experimental programme of integrative teaching of the Russian language in communication lessons, implemented in the format of an elective course “The language of a literary text”, were used. The methods of analysis and synthesis were used to identify aspects of integrative learning and to identify the features of the educational text in integrative teaching of Russian as a native language in schools of the Republic of Kazakhstan. The analysis identified the role of the teacher in motivating students to learn the Russian language and the role of the teacher in the introduction of an experimental programme of integrative learning. The

synthesis was used to identify the potential of the educational text in the study of the Russian language by Kazakhstani schoolchildren. Analysis and synthesis were also used to describe the requirements for the educational text, identify the types of educational text that can be used in teaching Russian as a native language in the framework of an elective course. The comparison method was used to determine the similarities and differences between the methods of teaching the Russian language, and compare the types of educational texts and determine the most effective. This method was also used to compare the final results of students who used an experimental programme of integrative teaching of the Russian language and students who studied according to the conventional method.

The observation method was used to track the reactions of teachers and schoolchildren to the introduction of a specially developed experimental programme, monitor the emotional state of students, their behaviour, and confirm the hypothesis about the influence of integrative learning on the motivation and emotions of schoolchildren. The specially designed experimental program of integrative teaching of the Russian language in communication lessons, implemented in the format of an elective course “The language of literary text”, was used for interdisciplinary integration of the Russian language and literature, revealing the integrative possibilities of educational (literary) texts and confirming their effectiveness in the educational process (Table 1).

**Table 1.** The author’s experimental programme of integrative teaching of the Russian language to students of grades 10-11 of the social and humanitarian direction (SHD) – Elective course “The language of a literary text”

No.	Course subject	Number of hours
1	Lesson-communication “Phenomenology of a literary text”. Introductory lesson of the course.	1 h.
2	Lesson-communication “Civil lyrics of A.S. Pushkin. “I have erected a monument to myself not made by human hands””. Pre-text, analytical, text exercises.	1 h.
3	Lesson-communication “Civil lyrics of A.S. Pushkin. “I have erected a monument to myself not made by human hands””. Post-text, analytical, and synthetic exercises.	1 h.
4	Lesson-communication “Civil lyrics of A.S. Pushkin. “I have erected a monument to myself not made by human hands”. What kind of good feelings does A.S. Pushkin’s lyrics generate?”. Post-text, synthetic exercises.	1 h.
5	Communication lesson “Novel in verse by A.S. Pushkin ‘Eugene Onegin’”. Pre-text, analytical, text exercises.	1 h.
6	Lesson-communication “A novel in verse by A.S. Pushkin’s “Eugene Onegin””. Post-text, analytical, and synthetic exercises.	1 h.
7	Lesson-communication “Novel in verse by A.S. Pushkin “Eugene Onegin”. The modernity of A.S. Pushkin’s novel “Eugene Onegin””. Post-text, synthetic exercises.	1 h.
8	Lesson-communication “Creativity of I.A. Goncharov. “Oblomov” (fragments)”. Pre-text, analytical, text exercises.	1 h.
9	Lesson-communication “Creativity of I.A. Goncharov. “Oblomov” (fragments)”. Post-text, analytical, and synthetic exercises.	1 h.
10	Lesson-communication “Creativity of I.A. Goncharov. “Oblomov” (fragments). The meaning of the novel “Oblomov””. Post-text, synthetic exercises.	1 h.
11	Lesson-communication “Civil lyrics of M.Yu. Lermontov. “Duma””. Pre-text, analytical, text exercises.	1 h.
12	Lesson-communication “Civil lyrics of M.Yu. Lermontov. “Duma””. Post-text, analytical, and synthetic exercises.	1 h.
13	Lesson-communication “Civil lyrics of M.Yu. Lermontov. “Duma”. The image of a singer-poet-citizen in the lyrics of M.Yu Lermontov”. Post-text, synthetic exercises.	1 h.

14	Lesson-communication “Roman M.Yu. Lermontov’s “Hero of Our Time””. Pre-text, analytical, text exercises.	1 h.
15	Lesson-communication “Roman M.Yu. Lermontov’s “Hero of Our Time””. Post-text, analytical, and synthetic exercises.	1 h.
16	Lesson-communication “Roman M.Yu. Lermontov’s “Hero of Our Time”. M.Yu. Lermontov in (your) reading experience.” Post-text, synthetic exercises.	1 h.
17	Lesson-communication “Creativity of Ch.T. Aitmatov. “Plakha””. Pre-text, analytical, text exercises.	1 h.
18	Lesson-communication “Creativity of Ch.T. Aitmatov. “Plakha””. Post-text, analytical, and synthetic exercises.	1 h.
19	Lesson-communication “Creativity of Ch.T. Aitmatov. “Plakha.” Reflections on the book read.” Post-text, synthetic exercises.	1 h.
20	Lesson-communication “Novels by F.M. Dostoevsky. “Crime and Punishment””. Pre-text, analytical, text exercises.	1 h.
21	Lesson-communication “Novels by F.M. Dostoevsky. “Crime and Punishment””. Post-text, analytical, and synthetic exercises.	1 h.
22	Lesson-communication “Novels by F.M. Dostoevsky. “Crime and Punishment”. Does Raskolnikov’s theory have a right to exist?”. Post-text, synthetic exercises.	1 h.
23	Lesson-communication “Plays by A.N. Ostrovsky. “The poor bride””. Pre-text, analytical, text exercises.	1 h.
24	Lesson-communication “Plays by A.N. Ostrovsky. “The poor bride””. Post-text, analytical, and synthetic exercises.	1 h.
25	Lesson-communication “Plays by A.N. Ostrovsky. “The poor bride”. Moral problems of A.N. Ostrovsky’s plays (based on the material of “The Bride”)”. Post-text, synthetic exercises.	1 h.
26	Lesson-communication “Novels by L.N. Tolstoy. “War and peace””. Pre-text, analytical, text exercises.	1 h.
27	Lesson-communication “Novels by L.N. Tolstoy. “War and peace””. Post-text, analytical, and synthetic exercises.	1 h.
28	Lesson-communication “Novels by L.N. Tolstoy. “War and peace”. How can the works of L.N. Tolstoy be interesting to a modern reader?”. Post-text, synthetic exercises.	1 h.
29	Lesson-communication “Plays of A.V. Vampilov. “The eldest son””. Pre-text, analytical, text exercises.	1 h.
30	Lesson-communication “Plays of A.V. Vampilov. “The eldest son””. Post-text, analytical, and synthetic exercises.	1 h.
31	Lesson-communication “Plays of A.V. Vampilov. “The eldest son.” Moral problems in the play by A. V. Vampilov “Eldest Son””. Post-text, synthetic exercises.	1 h.
32	Lesson-communication “Language and secrets of a literary text. Phenomenology of LT”. Summing up the results. Oral control.	1 h.
33	Lesson-communication “Language and secrets of a literary text. Phenomenology of LT”. Summing up the results. Written control.	1 h.
34	Lesson-communication “The language of a literary text”. Free tribune.	1 h.

Source: developed by the authors.

During the testing of this programme, pre-text, analytical, pre-text exercises were also used; post-text, analytical-synthetic exercises; post-text, synthetic exercises. To determine the effectiveness of the described programme, a study was conducted among students of the 10th grade of the socio-humanitarian direction based on the Municipal State Institution “Secondary School No. 125” in Almaty. The number of students examined is 37 students, among whom 20 are female and 17 are male. The age of students is 15-17 years. The results of the study in the 9th grade identified approximately the same level of language training of students, based on which the experimental class (EC) and the control class (CC) were evaluated. The training in the experimental class took place with the inclusion of an experimental programme of integrative learning in the format of an elective course. The training in the control class was conducted according to the conventional methodology. The experiment was conducted during the first half of the academic year and

was designed for 34 hours (1 lesson – 1 hour), classes were held 3 times a week. A control stage was provided with the performance of certain tasks by an experimental class and a control class to assess the effectiveness of this programme. The control stage included an assessment of the quality of the oral analysis of the literary text, the written analysis of the literary text and the oral presentation.

## Results

### The role of the Russian language for Kazakhstani schoolchildren

Language proficiency is an important part of modern man’s life. In modern society, the possession of as many languages as possible makes communication between people more effective and also strengthens international relations and the competitiveness of specialists in the international market. In particular, in 2007, it was proposed to develop three languages in the Republic of Kazakhstan:

Kazakh as the state language, and English and Russian for successful international cooperation and interethnic communication [7]. The current policy in the field of the trinity of languages in the Republic of Kazakhstan remains unchanged.

Russian is important for the next generations of the Republic of Kazakhstan for several reasons: the need to analyse cultural legacy (a large number of works of art, musical compositions, theatrical performances were created and are being created in Russian, and the need to develop the culture of the Republic of Kazakhstan in the future involves studying and analysing the existing cultural legacy) and the need to develop the scientific field (the results of part of scientific studies are also presented in Russian and require examination for the further development of science of the Republic of Kazakhstan). Thus, the importance of the Russian language for a modern Kazakhstani student is determined by the need for further development of the Republic of Kazakhstan and support of international relations. For the development of the country for future generations, it is necessary to comprehensively study the existing cultural and scientific heritage, part of which is presented in the Russian language, collaborate with professionals, a certain portion of whom received their education in the Russian language, which underscores the importance of studying the Russian language as a native language. Russian is still the language of international cooperation and interethnic communication, and this trend is likely to remain unchanged in the future, which indicates the need for future competitive specialists to speak Russian as their native language. Based on this, it is extremely important to prepare students with high quality and master Russian as their native language, which can be implemented by using modern methods, approaches, and technologies in the educational process.

### **Integrative learning**

Integration in education today represents a substantial innovative category. Integrative components in teaching Russian as a native language influence the change of elements of the educational process or even the entire system of education, helping to align the general pedagogical goals of teaching the Russian language with the individual goals of each student, their interests, and preferences. Integrative learning helps to adhere to interdisciplinarity and an integrated approach to learning, filling the educational programme with various activities that are able to develop communication skills at a high level.

Researchers distinguish two types of pedagogical tasks in integrative learning: real tasks and directly pedagogical tasks [8]. Real learning tasks include bringing the acquired knowledge and skills closer to those that will be needed in real-life situations that students may encounter. The pedagogical tasks include the formation of basic skills that are provided for in the curriculum. Regarding studying Russian as a native language in schools of the Republic of Kazakhstan, the pedagogical tasks include the formation of phonetic, syntactic, semantic, lexical, grammatical, and communication components of the language. Real tasks include the ability to maintain a conversation on certain subjects, to understand and correctly use slang speech, the ability to use their communication capabilities to solve

certain life tasks, for example, to fill out documentation. However, the use of language in real life is impossible without obtaining a certain basis, which determines the importance and unity of pedagogical and real tasks.

The importance of cultural education for students is notable because the use of language in real situations may require awareness of cultural moments [9]. Integrative teaching methods provide for the possibility of including cultural elements in the educational process since integration in the educational field is interdisciplinary and the study of Russian as a native language in the system of integrative education can be correlated with both the Russian language and literature, literary studies, social studies, and cultural and creative disciplines. The use of educational (in particular, artistic) texts, in turn, can help students understand the culture of the Russian language, improve its use, both in the educational process and in real-life situations.

### **The use of educational texts in the framework of integrative teaching of the Russian language**

There are four basic language skills: reading, writing, speaking, and listening to speech [10]. Reading and listening to speech are receptive skills that affect receiving information from the outside and processing it, without which communication with other people is impossible. Writing and speaking are productive skills that are aimed at expressing one's thoughts and effective communication with people around them, which is important in all fields of life: during education, work, personal communication, and solving various emerging problems. The described skills and their development during language learning help to involve all cognitive processes of schoolchildren, assume a full assessment of the text, its analysis, and the ability to draw conclusions about the text based on these processes and improve their communication capabilities [11-13]. Having all the language skills at a high level, a person can bring their knowledge of a foreign language to a high level.

The use of educational texts in language teaching is primarily aimed at obtaining information and processing it, however, as a result of constant practice, successfully selected texts and high motivation of students, educational texts can become the basis for further development of writing, speaking, and listening skills. Reading educational texts and their use in the process of language learning train the language skills of students, influencing the possibilities of correct selection of words and phrases in oral speech, the use of suitable constructions in writing, and a better perception of speech by ear, which are prerequisites for mastering the language as a native. In addition, special attention should be paid to the literary text since in addition to grammatical, syntactic, and lexical constructions, feelings, emotions of the described characters, romance, comedy or, conversely, the tragedy of certain plots can be traced in the literary text, which will help improve language skills in real life. In addition, according to researchers, it is the text that is the lingua-communicative and didactic unit in language teaching, which is able not only to develop all language skills but also can give an idea of the culture of the language, the specific features of communication in the language being examined [14; 15]. The text, as a linguistic-communicative and didactic unit

and its use in integrative teaching of the Russian language, is an important part of mastering the language as a native.

The requirements for the educational text are determined by the need to use such text materials that can interest the student, cause positive emotions and motivation to learn. Based on this, it would be advisable to use texts that are not originally intended for teaching (for example, literary texts); the use of texts that are close to real-life situations (for example, dialogues on various real subjects that a student may encounter); texts should reflect certain features of the language studied that are characteristic of native speakers, cause interest (scripts of TV series, films, plays can be used for these purposes) [16].

### **The essence of the experimental programme and the conducted study**

The essence of the linguistic methodological innovation used in this study is to develop and test the methodology of integrative teaching of the Russian language in the context of the updated content of school language education introduced in Kazakh schools. This technique is based on several integrative bases: the interdisciplinary integration of the Russian language and literature; the integrative capabilities of the educational (artistic) text; the integrative potential of the system of analytical, analytical-synthetic, synthetic exercises; the integrative capabilities of the system of pre-text, pre-text, post-text exercises; the integrative essence of lessons-communications. Language learning through communication lessons is one of the most common teaching methods [17; 18]. During these lessons, students can most effectively develop their communication skills and refine all language components since the basis of such lessons is constant communication between the teacher and students, and among the students.

An experimental programme of integrative teaching of the Russian language to students of grades 10-11 of the social-humanitarian direction (SHD) was developed to implement this linguistic methodological idea. The senior link of the SHD was chosen because of the age characteristics of the students, which allowed optimal and full identification of the didactic possibilities of the proposed methodology. The integrative learning programme used should involve such general academic skills as analysis, synthesis, and evaluation, which, according to B. Bloom's taxonomy, belong to "high-order" skills [19-21]. B. Bloom's taxonomy provides for the transition from simple processes to complex ones, the possibility of directing the students' thought process from one level to another, while obeying certain goals, which is possible only with students who have cognitive processes formed at a high level and are motivated to achieve certain goals. Students of grades 10-11 also have a socio-psychological readiness for life self-determination, social maturity, active ideological search, a tendency to introspection and self-criticism, improvement. A broader and more complex content of thinking allows high school students to successfully focus on these skills of analysis, synthesis and evaluation, respectively, to take part more productively in integrative language learning. In addition, education within the framework of the social-humanitarian direction is characterised by an in-depth study of humanitarian subjects, including language and literature.

An integrative feature of this experimental programme is the work with programmatic literary works based on a communicative approach [22]. Due to this approach, two academic subjects – Russian language and literature are integrated into the proposed communication lessons, which can enhance the didactic aspect of the two subjects studied. Three hours/three lessons were allocated for the examination of one literary text, respectively, work on it was conducted in three consecutive stages:

1. Pre-text, analytical, text exercises.
2. Post-text, analytical, and synthetic exercises.
3. Post-text, synthetic exercises.

Therewith, pre-text, pre-text, and post-text exercises complement the main system of analytical, analytical-synthetic and synthetic exercises in the content and structure of communication lessons, expanding and deepening the latter. Initially, students performed tasks of an analytical level, which assumed answers to such questions: "What do you feel after reading the text?", "By what methods does the author convey these feelings?", "What is the essence of this text?", "How does the author convey to us the essence of this work?". The next exercises were semantic level, where students were asked to answer the questions "Why does the text need a title?", "How do you understand the title of this text?", "Try to find other titles for the text." These exercises did not cause any difficulties for the students, most of the answers were complete, detailed. Schoolchildren confidently expressed their opinions and described their perception of the essence of the educational text, its name. Some students had problems describing the methods through which the author of the text conveyed the essence of the study and feelings, however, after several classes and analysis of several literary texts, the ability to determine these features of texts gradually developed.

Certain difficulties were caused by the tasks of the phonetic and lexical levels, which followed the tasks of the analytical and semantic levels. Phonetic level exercises included counting the number of sounds used in new words, determining repetitive sounds, rhyme, and rhythm in poetry. It was difficult for most students in the first classes to determine the exact number of sounds in new or frequently repeated words, some students could not determine the rhyme and rhythm in poetry. Lexical-level tasks included searching for words, phrases that students established as interesting, important, or incomprehensible. Students were asked to try to offer their own explanation of these words and phrases, then they could hear their real meaning from the teacher. For example, during the analysis of a poem by A.S. Pushkin, "I erected a monument to myself not made with human hands" (Table 1) the following words and phrases turned out to be interesting and incomprehensible to many: not made with human hands, the chapter, the lyre, the dust, decay will flee away, as long as the sublunary world, the existing language, Piit, Finn, Tungus, Kalmyk, gracious, my cruel age, mercy to the fallen called, by the command of God, muse, crown, slander. Understanding the meaning of these words and phrases brought students closer to the mastery of Russian as their native language.

The next level – morphological – included answers to questions such as "What is the reason for the use of a large number of verbs in the text?", "What is the form of using

obsolete words and phrases in modern Russian and why have these changes occurred?”, “What explains the presence of adverbs in the text?”. At the syntactic level, students were asked to consider simple and complex sentences in the text, the essence of their use and features. The morphological and syntactic levels of text analysis were accessible to most students, with only a few students unable to answer the questions. It is also interesting to work with “pseudo-texts”, which allows determining the degree of proficiency in language skills and includes combining two stylistically different text passages into one. Students are asked to identify two stylistically different passages, highlight the key idea of each of the passages, and explain the difference between them. Tasks with “pseudo-texts” are most effectively conducted in the format of group work. Therewith, work with two “pseudo-texts” can be conducted in two ways: the choice of one of them is the prerogative of the teacher, who makes his choice based on the specific features of a particular educational situation. In the first case, one “pseudotext” can be offered for each of the groups. In the second case, each of the groups receives both “pseudo-texts”. The second option should be chosen with a higher linguistic and literary readiness of students.

At the end of the examination of each literary text, students were asked to perform generalising creative tasks: prepare the text for reading, retelling or a brief description of its essence, change the text based on their understanding of its essence and the image of the main character, describe the writer/poetic credo of the authors of the literary texts examined and explain the essence of their mastery. Creative tasks were the easiest for students, motivating them more to work on texts and acquire new knowledge and skills. It was also suggested to write a reasoning text based on the material passed during extracurricular time. The written texts demonstrated not only the high creative potential of students and a positive emotional state but also showed a high level of proficiency in writing skills, which may indicate the effectiveness of the use of educational texts in the framework of integrative learning.

Thus, the use of didactic possibilities of integrative teaching of the Russian language in schools, based on several integrative foundations, including the thesis

“artistic text – an integrative unit of teaching,” can be optimal for teaching the Russian language as a native language in Kazakhstan’s schools and can play a role in the updated content of Kazakhstan’s school education. Teaching the Russian language according to the developed experimental programme was completed with three communication lessons dedicated to the control of knowledge and skills acquired by 19 students of the 10th experimental class in the elective course “The language of literary text”. These control tests were also passed by 18 students of the 10th control class, which determined the results of the study.

### Quantitative results of the study

At the first communication lesson, students chose works of art (a prerequisite for selection is the presence of an author in the school curriculum, but the absence of a selected work of the same author in the school curriculum) to perform oral analysis, namely pre-text and analytical exercises. The students completed tasks of analytical, semantic, phonetic, lexical, morphological, and syntactic levels, the tasks provided only oral answers. During the observation, it was noted that students in the experimental class (EC) were much quicker and more easily able to complete the tasks, without asking additional questions. In contrast, students in the control class (CC) completed the exercises more slowly and asked a greater number of clarifying questions to the teachers. In the EC, 7 students received a grade of “5” points, 9 students received a grade of “4” points, 3 students received a grade of “3” points, and none of the students got an unsatisfactory grade of “2” points. In the CC, only 3 students received a grade of “5” points, 6 students received a grade of “4” points, 7 students passed oral assignments for “3” points, and 2 students received an unsatisfactory grade of “2” points (Table 2). The analysis of the results of EC and CC showed a fairly high level of formation of skills and abilities of oral analysis of literary text (LT), according to the content and structure of the lesson-communication: in EC, 20% more students received a score of “5” points, and 14% more students received a score of “4” points. Therewith, there are unsatisfactory grades in the CC, they are absent in the EC.

**Table 2.** Percentage results of students of the 10th experimental and control classes at the first control stage: oral analysis of the selected literary text

Classes	Percentage results of EC and CC students			
	“5”	“4”	“3”	“2”
EC (19)	37%	47%	16%	0
CC (18)	17%	33%	39%	11%

In the second final lesson-communication, written work was conducted with selected “pseudo-texts”. The main criterion for selecting the first “pseudo-texts” is the same as in the case of oral work in the first control lesson-communication. The second, compared, “pseudo-texts” were selected according to the criterion of “similarity” of the author’s style with that of the author of the first “pseudo-text”, “similarity” of the subjects of the two compared passages. Thus, at the second final lesson-communication, students performed post-text, analytical, and synthetic exercises in writing. The observation of the students showed similar results to the first final lesson: the

EC students performed the task much more confidently, while the students from the CC did not fully understand the essence of the task, asked clarifying questions and consulted with each other about the performance of the task.

The more complex, second stage, associated with the written analysis of two “pseudo-texts”, demonstrated better training in determining the “pseudo-texts” by EC students compared to the level of training of CC students: 5 students against 1 student rated at “5” points and 10 against 7 rated at “4” points (Table 3). EC again showed high results: 21% more students received a grade of “5”

points, 14% more students received a grade of “4” points. Therewith, there were 18% more students from the CC with a score of “3” points and 17% of students with an

unsatisfactory score (no student received an unsatisfactory grade in the EC).

**Table 3.** Percentage results of students of the 10th experimental and control classes at the second control stage: written analysis of the selected “pseudo-texts”

Classes	Percentage results of EC and CC students			
	“5”	“4”	“3”	“2”
EC (19)	26%	53%	21%	0
CC (18)	5%	39%	39%	17%

At the third final communication lesson, post-text, synthetic exercises were performed in the format of oral communication called “Free tribune”: students of the 10th, both experimental and control classes prepared and spoke on a free subject, the wording of which they determined themselves, but in the context of one common subject “The language of the literary text”. The performances of EC

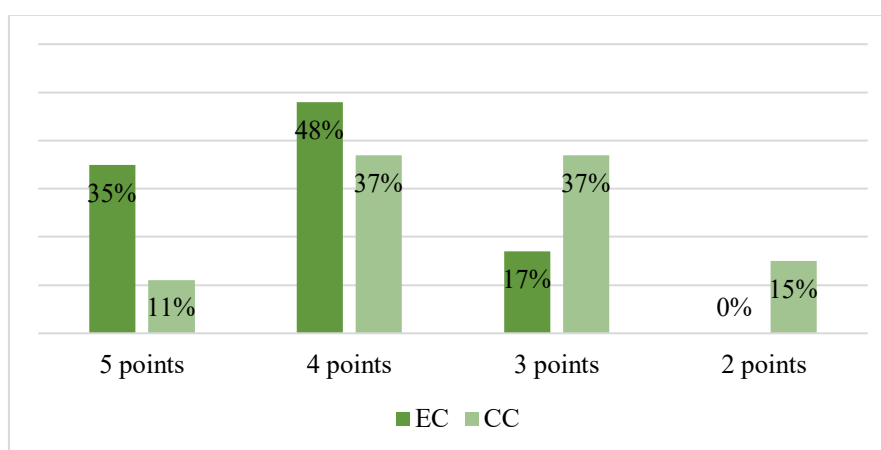
students were more confident, calm, the students freely used terminology, described the literary texts examined within the elective course, gave them their assessment and analysed them. The students of the CC spoke uncertainly, doubted what was said, constantly exchanged glances with each other and corrected their “drafts” during the speeches of their classmates (Table 4).

**Table 4.** Percentage results of students of the 10th experimental and control classes at the third control stage: oral presentation in the context of the general subject “The language of the literary text”

Classes	Percentage results of EC and CC students			
	“5”	“4”	“3”	“2”
EC (19)	42%	42%	16%	0
CC (18)	11%	39%	33%	17%

In the experimental class, 8 students completed the task of the third stage with “excellent”, and the same number with “good” marks, demonstrating high-quality skills and oral presentation skills on the subject of the same name with the name of the elective course (“The language of a literary text”). In the control class, 2 students received an oral presentation score of “5” points, 7 students received a grade of “4” points, 6 students received “3” points and 3 students received unsatisfactory grades for oral presentation (Table 4). Again, the EC showed high results:

31% more students received “5” points for oral presentation, 17% fewer EC students received “3” points in comparison with the CC. There were no students who received an unsatisfactory score in the EC, and 17% of them were identified in the CC. Thus, the average results for the three final communication lessons showed that EC students who used the experimental programme of integrative teaching of the Russian language elective course “Language of literary text” showed the best results (Figure 1).



**Figure 1.** Average results for all final lessons in EC and CC

Thus, in EC, 24% more students than in CC received a final grade of “5” points for the results of final communication lessons, 10% more students received a grade of “4” points, 20% fewer students than in CC received a grade of “3” points, and none the student did not receive a score of “2” points in any of the final communication lessons, while 15% of students received an unsatisfactory score in the CC. Based on the results of this experiment, it can be argued that those students who used

the experimental programme of integrative teaching of the Russian language elective course “Language of literary text” improved all their language skills: reading, writing, speaking, and listening comprehension. In addition, students have increased their motivation to learn Russian, improved their emotional state, and expanded their horizons. EC students felt more confident when completing the tasks set at the final lessons, relied only on themselves and their knowledge, and performed tasks more

efficiently and quickly. As a result, it can be affirmed that the tested program of integrative teaching of the Russian language based on the use of educational texts is effective and can be used in teaching the Russian language as a native language in schools in Kazakhstan.

## Discussion

Integrative learning is a new approach to learning foreign languages, which, nevertheless, has shown its effectiveness in the framework of this study. T. Vo *et al.* [23] identified the features of integrative learning within the framework of modern technologies and noted that the Content and Language Integrated Learning (CLIL) approach is effective in integrative language learning, which is most effectively implemented in the educational process through the use of modern technologies. The CLIL approach is based on the integration of language and the content of the educational process, the inclusion of language aspects in the study of other school subjects (literature, mathematics, history, social studies), the possibility of using language in real life situations, and understanding the union of language and culture, the inclusion in the educational process of both group and individual work of students, and the development of all language skills, which echoes the results of this study.

The present study notes that based on the use of educational texts in the process of teaching the Russian language, students can form not only reading skills but also other language skills: writing, speaking, and listening to speech. S. Shabriani [10] conducted a study among 359 students in the 11th grade in the form of written testing before using educational texts in the process of learning a foreign language and after using them. The results of the study showed that the students of the control group, whose teaching did not use educational texts, received lower results than the students of the experimental group, whose teaching used stories, legends, fables, and fairy tales. The students of the experimental group improved their language skills, and there was also an improvement in creative abilities, which proves the effectiveness of using the educational text in teaching Russian as a native language.

C. Jones [16] conducted a study of the effectiveness of authentic educational texts in language learning, the results of which showed that students who used educational texts improved their communication skills, and also received more information about the language being studied (These include slang characteristics, how native speakers use language, their particular use of specific phrases and speech patterns in certain life situations). The results of the described studies align with the findings of the current research, confirming the effectiveness of using educational texts in teaching the Russian language as a native language in schools in Kazakhstan [24; 25].

Fragments from poems were used as part of the experimental programme of integrative teaching of the Russian language. Their use in language teaching was also investigated by H.B. Zubair [26], who noted that poetry creates a solid foundation for language learning, as it includes metaphors, rhyme, and is easy to remember and assimilate. By expressively reciting poems, using a certain intonation and asking students leading questions, the teacher can effectively teach students through the use of

poetry. The author considers the following examples of leading questions: “Who is the main character of this poem?”, “What images does the author describe in the poem?”, “What speech phrases were used in the poem and what is the purpose of their use by the author?”, “What does this phrase mean?”, “Why did the author use such a metaphor/such a comparison?”. The proposed leading questions echo the tasks used at various levels in the integrative Russian language training programme described in this study [27; 28].

S. Fareh *et al.* [29], investigating the integration of fiction and language learning, noted that the main goal of any educational approach is to develop students’ critical thinking, which will allow them to improve skills, analyse information coming from outside and evaluate it, make decisions based on the information received, and improve themselves. The researchers believe that it is the performance of pre-text, post-text analytical and synthetic exercises (which were used in the tested experimental programme described in this study) that can develop cognitive activity in students, which will improve their perception of the language being examined. In addition, the authors argue that standard teaching using textbooks not only does not arouse any interest among students but is also tedious, while the use of various educational methods and approaches, in particular, integrative learning and literary texts, motivates schoolchildren and allows them to obtain quality knowledge better [30; 31].

Arguing about the high efficiency of integrative learning and educational texts, A.M. Toma [32] identifies the features of the use of authentic texts in language learning and notes that modern schoolchildren are accustomed to the texts and the presentation of information that is presented in textbooks. Artistic, authentic texts have such a grammatical structure and such speech patterns that in the modern world may not be used by native speakers. According to the researcher, to eliminate this problem, the teaching material should be carefully selected, tested, and then included in the educational process. In addition, according to the author, the highest results can be achieved if the teacher is a native speaker of the language studied, knows the culture of this language, and all its features and, based on this, selects texts. It is also important to use all the resources that are currently available to teachers and students. Along with modern methods, approaches, and technologies, conventional methods of obtaining knowledge do not lose their relevance.

Thus, M. Vuzo [33] identified the role of school libraries in language learning, conducted a study among librarians, teachers, and students, which confirmed that in-depth reading plays an important role in language learning, in particular, affects the replenishment of vocabulary, the development of all speech skills. Thus, well-equipped school libraries with a variety of Russian-language literature across genres and age groups can enhance reading motivation and, as a result, improve proficiency in the Russian language. Teachers can motivate students to visit libraries, gain knowledge from literature and develop language skills, as determined in the study [34; 35].

Researchers really highlight the role of the teacher in motivating students and the process of teaching Russian as a native language. Thus, I.G.P.P. Narayana [36], identifying aspects of successful mastering of the target

language, believes that a teacher should help students overcome “language anxiety”, that is, show that mistakes, failures and misunderstandings of certain language subjects/tasks by students will not be condemned, and the student will be able to receive support and help in problematic moments. In addition, the author believes that it is the teacher who can create a positive atmosphere during training, inspire students and influence their motivation to learn, show them opportunities for their growth and better language learning.

During the analysis of the opinions of the researchers, it was determined that they consider integrative learning to be an effective method in language learning, in particular, due to the inclusion of language aspects in the study of school subjects (literature, mathematics, history, social studies), which was implemented in the framework of this study. Educational texts, according to experts, are really useful in the formation of all language components: reading, writing, speaking, and listening to speech, which was proved by the results of this study. In addition, one of the most effective types of literary texts that can be used in the framework of integrative learning is poetry, on which the approved experimental programme of integrative teaching of the Russian language is based. The importance and effectiveness of educational texts is confirmed by the analysed studies. Researchers note that it is necessary to use all the resources that exist in the modern world, so the use of computer and innovative technologies in integrative learning and the use of educational texts is mandatory. It's also important not to forget the role of the teacher in language education. Only a motivated teacher who understands all the nuances and aspects of the Russian language, who can select materials based on the needs of their students, can instil in them the desire to learn and master the Russian language as their native language.

## **Conclusions**

The study determines that the educational process in Kazakhstan is developing in parallel with international requirements and one of the aspects of the country's development is the linguistic trinity, and the importance of the Russian language for the residents of the country is determined by the need for further development of the Republic of Kazakhstan and support of international relations. The features of integrative learning were described, including the support of interdisciplinarity, an integrated approach to the educational process, changes in the elements of the educational process or the whole learning system, which can affect the quality of knowledge acquired.

Pedagogical tasks were described (students receive basic knowledge and skills based on an interdisciplinary approach), and real tasks of integrative Russian language teaching (the ability to use the language in real-life situations). It is proved that the text is the linguo-communicative and didactic unit in language teaching that is able to develop all language skills: reading, writing, speaking, and listening to speech. The features of the educational text that should be used in teaching are described. It is advisable to use texts that are not originally

intended for teaching, that are close to real-life situations, and it is also important to understand that texts should reflect certain features of the language being examined, which are characteristic of native speakers, and arouse the interest of students. The high role of the teacher in motivating students to learn the Russian language, selecting educational texts for integrative learning, and supporting a positive atmosphere in the classroom was also identified. Based on this, an experimental programme of integrative teaching of the Russian language for students of grades 10-11 of the social and humanitarian direction (elective course “The language of literary text”) was proposed and tested. This programme includes 34 communication lessons and is based on the interdisciplinary integration of the Russian language and literature, and the features and possibilities of educational texts in learning the Russian language.

The study was conducted among the students of the 10th (tenth) grade of the Municipal State Institution “Secondary School No. 125” in Almaty through the use of an experimental programme of integrative teaching of the Russian language to students of the 10th grade of the socio-humanitarian direction (elective course “Language of literary text”). The average results of the study showed that those students who used the experimental programme received higher results: in the experimental class, 24% more students than in the control class received a final score of “5” points for the results of the final communication lessons. In the experimental class, there were no students who received “2” points at any stage of the final lessons, while in the control class, 15% of students received an unsatisfactory score. The students of the experimental class felt more confident when completing the final tasks, their completion was given to them easily and quickly, and their motivation to learn Russian and creativity improved, which was shown by observing them during the educational process and completing the final tasks.

Thus, the conducted study confirmed the effectiveness of the tested experimental programme of integrative learning and determined the possibility of its use in the educational process when learning Russian as a native language. In the future, it is possible to continue investigating integrative courses in teaching the Russian language as a native language in schools in the Republic of Kazakhstan. This could involve examining the role of educators in introducing integrative courses into the educational process and exploring the use of modern technologies in integrative teaching of the Russian language and the use of educational texts within this framework.

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None.

## **Conflict of Interest**

None.

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## **Навчальний текст в інтегративному навчанні російської мови як рідної в школах Казахстану**

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### **Анотація**

**Актуальність.** Викладання мов у школах Республіки Казахстан (РК) здійснюється з урахуванням усіх сучасних тенденцій і включає використання інноваційних методів. Особлива увага в процесі мовної освіти в школах РК приділяється вивченню казахської, англійської та російської мов.

**Мета.** Мета – дослідити лінгводидактичні можливості інтегрованого навчання учнів у закладах освіти з російською мовою викладання та оцінити ефективність авторського інтегрованого курсу у викладанні російської мови як рідної.

**Методологія.** Для досягнення поставленої мети використовувалися методи аналізу і синтезу, порівняння, спостереження за навчальним процесом, а також спеціально розроблена авторська експериментальна програма інтегративного навчання російської мови на уроках спілкування.

**Результати.** У дослідженні описуються лінгводидактичні можливості інтегративного навчання російської мови в умовах оновлення змісту шкільної освіти в Республіці Казахстан. Описано можливості навчального тексту в навчанні російської мови як рідної. Зроблено спробу виявити виховний потенціал навчального тексту як інтегративної категорії. Проведено дослідження серед учнів десятих класів Комунального державного закладу «Середня загальноосвітня школа № 125» м. Алмати, яке продемонструвало ефективність розробленої експериментальної програми інтегративного навчання. Наведено приклади конкретних завдань з апробованої експериментальної програми та визначено їх ефективність. Виявлено думку вчителів і школярів щодо апробованої програми та її ефективності.

**Висновки.** Результати дослідження можуть бути використані вчителями російської мови в школах Республіки Казахстан для підвищення якості освітнього процесу, керівництвом освітніх установ при складанні шкільної освітньої програми та введенні в неї інтегративних курсів.

**Ключові слова:** урок-спілкування; аналітико-синтетичні вправи; модернізація; комунікативна компетентність; педагогічний процес.