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**TÍTULO:** El desarrollo del capital humano en el sistema educativo ucraniano mediante la enseñanza integrada de idiomas.

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**RESUMEN:** La presente investigación tiene como objetivo centrarse en la enseñanza integrada de los estudiantes ucranianos que hablan inglés como una inversión futura en el desarrollo del capital humano. El experimento pedagógico de un año de duración se realizó en cinco etapas de enseñanza en las que participaron 120 participantes entre 9 y 10 años. Para medir el progreso de los estudiantes y demostrar la validez del método de enseñanza integrado ofrecido, se realizaron las mediciones previas y posteriores a la prueba de las habilidades de comunicación en inglés de los estudiantes. Los datos fueron procesados por un promedio aritmético, el diagnóstico de conocimiento de Bepalko y la prueba t de Student. La investigación mostró que los estudiantes progresaron en inglés hablado, cultura inglesa, uso simultáneo de medios de comunicación verbales y no verbales y patrones de comportamiento moralmente relevantes.

**PALABRAS CLAVES:** habilidades de comunicación, enseñanza integrada, experimento pedagógico, sistema educativo.

**TITLE:** Human capital development in Ukrainian education system by means of language integrated teaching.

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**ABSTRACT:** The present research is aimed at focusing on integrated teaching the Ukrainian students speaking English as a future investment in human capital development. The one-year long pedagogical experiment was conducted in five teaching stages in which 120 participants from 9-10 years old took part. To measure the students' progress and to prove the validity of the offered integrated teaching method, the pre-test and post-test measurements on the students' English communication skills were conducted. The data were processed by an arithmetic average, Bepalko's knowledge diagnostics and Student's t-test. The research showed that the students progressed in spoken English, English culture, simultaneous use of verbal and non-verbal means of communication and patterns of moral-relevant behavior.

**KEY WORDS:** communication skills, integrated teaching, pedagogical experiment, educational system.

**INTRODUCTION.**

The current state of international relations of Ukraine, its integration into the European and world space, quick development of human capital caused to consider a foreign language as an important means of intercultural communication and development of the labor market (Koval, et al., 2018; Drobnic, 2019) and national economy (Koval, et al., 2019; Orlovska, Morozova, 2019) which

creates a basis for Ukraine's stronger competitive position worldwide. Accordingly, it means transforming the Ukrainian education system where school students acquire key competences required for a successful life in modern world. One of such competences is certainly competence in a foreign language.

The foundation of developing a foreign language competence should be laid in primary schools, because the next steps of teaching a foreign language during the following period of school education depend on the profoundness of knowledge the students got at the primary school and its reliability. That is why, at the very beginning of teaching a foreign language, it is necessary to develop the students' ability to apply it for communication, that is, to solve not only educational but also social and every-day problems, in accordance with the age interests of the learners.

In this connection, more and more schoolteachers are trying to find new ideas, materials and methods how to develop children's communication skills in English and not to lose their motivation to speak a foreign language.

The educational reform ideas in Ukraine (Ministry of Education and Science of Ukraine Act 317, 2018) stimulate the active use of various teaching methods: intensive, interactive, integrated, blended, target language immersion, case study with the use of computer technology and without it. However, the question of teaching remains topical: which methods can improve the development of foreign language communicative competence at primary school? Following the question, the thorough analysis of the existing methods of teaching primary school students speaking English as a second language was performed.

## **DEVELOPMENT.**

### **Theoretical Framework.**

Analysis of the existing literature connected with teaching primary school students a foreign language suggests the following: the scholars developed a concept of interconnected teaching the kinds of speech activity (Bihych, 2006; Martynova, 2017); substantiated the expediency of developing various forms of communication through multimedia e-learning (Gruson & Barnes, 2012; Saenko, 2006) and employment of computer technology (Macrory, Chrétien, & Ortega-Martín, 2012; Sandford, & Ulicsak, 2006; Pegalajar, 2018; Mushynska, 2018), proved the need for videomaterial use (Allan, 1992; Blonskytė, 2014; Loregran, 1990; Phillips, 2010; Sherman 2003; Tomlinson, 2012) at the English lessons to provide teaching on the basis of authentic English dialogic speech; suggested teaching with educational stories for motivating young learners to read, listen and speak in a foreign language (Ellis & Brewster, 2003; Kirsch, 2016); studied the possibility of using various types of individualization in teaching according to the primary school learners' abilities (Menkovska, 2009); determined the advantages of gaming activity for organizing young learners' English dialogic communication and developed appropriate methods of teaching (Becker & Jacobsen, 2005; Mubaslat, 2012; Myles, 2017; Read, 2007; Roman, 2005; Slattery & Willis, 2009; Uysal & Yavuz, 2015); solved the problem of simplifying the process of foreign language teaching by means of rhyming and song performance (Almutairi & Shukri, 2016; Dakin, 1996; Lee & Lin, 2015; Ludke, Ferreira, & Overy, 2014; Maley & Duff, 2009; Nagy, 2018); involved exposure to English outside school (Wolf, Smit, & Lowie, 2017); introduced project work (Lauder, 2006) and interactive activities (Lehraus & Marcoux, 2018).

Some researchers also touched upon the problem of integrated teaching the primary school students as a means of mastering the skills of foreign language communication (Akram & Malik, 2010; Gadeliya, 2004; Kolominova & Roman, 2016; Maguire-Fong & Mangione, 2016). They considered

the combination of different subjects such as: fine arts, music, culture. English was only one of the additional components of the teaching process. Such understanding of integration allowed performing English songs, lyrics, playing games in English, demonstrating the knowledge of English speech etiquette by using the memorized phrases, doing a cultural project on another country. In this case the English language lost its main function – to serve as a means of communication between children and remained in the closed educational environment because of the insufficient linguistic experience of the young learners.

So, the above-mentioned ways of teaching did not solve the existing contradiction between the needs of the graduates of primary schools to use English to acquire different kinds of new knowledge and communicate on their basis beyond the school environment by using the linguistic and speech material which they have learned. Therefore, it has brought to the idea of analyzing the issue of integrated teaching the primary school students speaking English as a second language more profoundly.

Thus, the aim of this research was to examine the implementation of integrated teaching the Ukrainian primary school students speaking English as a second language by means of using drama techniques in the process of work with the English fairy tales.

The objectives set in the study were:

- 1) To study the process of integrated teaching the primary school students speaking English by means of using drama techniques in the process of work with the English fairy tales.
- 2) To develop the students' communication skills in English by means of dramatization the English fairy tales.
- 3) To develop moral qualities of students simultaneously with their English communication skills by means of the English fairy tales.

4) To verify the effect of integrated teaching the primary school students the English language by means of dramatization the English fairy tales.

A great number of scientific works are devoted to the problem of integration in education nowadays. They consider it from different aspects; therefore, there is a need to pay more attention to this concept concerning the current research.

The term “integration” was introduced into pedagogical science at the end of the XXth century as a process and result of the creation of interconnected, integral unity. Santulov (1990) called it the form of different subjects’ interaction. Tyunnikov (1988) considered integration as a combination of several subjects in which scientific concepts are linked by a general sense and teaching methods. However, definitions of “integration” tend to change with time and background; for example, according to Tarnopolsky (2012), “integration” ensures parallel acquisition of knowledge from certain non-linguistic disciplines together with acquisition of the target language and the skills of communicating in it (p.73). Martynova (2017) regarded it as a synthesis of two educational processes into a common unity, allowing simultaneous acquisition of knowledge and development of skills in two types of activities. Batrova (2018) and Shamilishvili (2019) accentuated that integration is an educational process that provides an opportunity for successful acquisition of both content and language.

According to this research, the integrated teaching is concerned with mastering the English language by means of dramatization the English fairy tales and simultaneous developing moral qualities of young learners, taking into account: 1) the integrated essence of the fairy-tales which possess the multi-aspect potential: informative (the fairy tales were supposed to give young learners new information about the life and culture of the British people, their traditions and occupations, the geographical position of the country, climate, flora and fauna); educational (the fairy tales acted as a means of moral and aesthetic perception of information, which influenced the child’s mind and

feelings, developed the emotional perception of the world, taught friendship, honesty, respect, wish to help people, compassion); linguistic (the fairy tales had a wide range of linguistic resources necessary for communication) and 2) the peculiarities of the integrated process of the fairy tales mastering (reading, learning, reciting, dramatizing), the concept of "integrated teaching the English language by means of authentic fairy tales dramatization" was introduced by the authors.

It was defined as the process of teaching which combines into one educational unity the following items: 1) learning the content of the fairy tale, and hence getting the knowledge of the culture and customs of the British; 2) developing young learners' moral qualities; 3) enriching the young learners' vocabulary with new thematic and folklore units; 4) developing young learners' communication skills for solving not only training but real communicative tasks in social and household spheres.

### **Methodology of research.**

The conducted research was carried out in Ukraine in four public schools in: Odesa city (schools N 8, 94), Ternopol city (school N 6), Melitopol city (school N 1). The learners participating in this study were 120 children, aged 9-10 (the 4<sup>th</sup> grades), who had a written consent from their parents or legal guardians to join the study. The names of the participants were pseudonyms and they could not be identified.

The research lasted from the 10th of September to the 25th of May (2017-2018) with holiday breaks and had in-class activities along with out-of-class work. The classes were held twice a week according to the school curriculum. The duration of one lesson was 45 minutes. Totally, the teaching time was 68 hours per year.

Integrated teaching the Ukrainian primary school students speaking English as a second language by means of dramatization the English fairy tales was implemented during five stages of the educational process. They were:

- 1) Linguistic, at which young learners mastered the thematic vocabulary and the folklore units from the fairy tales.
- 2) Receptive and cognitive, at which the young learners' ability to perceive the authentic fairy-tale in its video version was developed.
- 3) Educational and reproductive, at which the young learners were acquainted with the fairy-tale text in its printed version, that allowed developing the children's ability to comprehend the details of the fairy tale, its content as a whole and to pay attention to the moral and educational potential of the tales.
- 4) Reproductive and dramatic, at which young learners memorized and practiced all roles of the characters during the rehearsal of the fairy tale.
- 5) Communicative, at which the young learners' communication skills in English were developed on the basis of communicative and emotionally-oriented situations according to the topics programmed in the State Standard of Primary Education (Ministry of Education and Science of Ukraine, 2011) and taking into account the requirements of Common European Framework of Reference for Languages (2001) which emphasize that at the end of primary schooling the level of language knowledge has to correspond to level A1.

Furthermore, the five-stage process of integrated teaching the English language to the young learners determined the five-block system of exercises. Each block corresponded to a particular stage. The exercises of the first block were aimed at teaching linguistic units selected from fairy tales, as well as those presented in the English language program for the fourth-grade students. The second block of exercises was aimed at teaching young learners to understand the content of fairy

tales in their video presentation in English. The third block of exercises was aimed at teaching young learners to reproduce the content of the selected for dramatization fairy tales by roles and at developing the moral qualities of young learners. The fourth block of exercises was aimed at teaching young learners to present the fairy tales by roles on the stage. The fifth block of exercises was aimed at teaching young learners to use folklore linguistic material selected from fairy tales, as well as the thematic linguistic material, for communication within the topics under study and on the basis of spontaneous communicative, emotionally-oriented situations. All exercises were interconnected, corresponded to a certain stage of training and were strictly executed in the definite order.

Following the above-mentioned process of integrated teaching the English language and the English culture, the fourth grade students got an opportunity to form a stable basic vocabulary to be able to use each language unit, which is under study, in its maximum possible linguistic and thematic environments; to develop foreign language communication skills and acquire the knowledge of English culture; to develop young learners' moral qualities (such as friendship, respect, wish to help people, compassion, honesty) on the basis of the fairy tales.

The research data were collected using the following measurement instruments: pre-test and post-test measurements on the students' communication skills in English and questioning on the students' moral quality development. The kinds of tasks were similar at all stages of the measurement. Preparing the pre-test and post-test, we proceeded from certain regulations (Shtullman, 1980). Firstly, the tasks should be adequate to the research aim. Therefore, the form of the control was written and oral fixation of the results. Secondly, the tasks should be appropriate to this age-group of students, that is, the linguistic material was selected on the basis of the previously learned material. Thirdly, the objects of the control should be appropriate for this experiment, that is, communication skills in English.

The following criteria of the measurement according to the aim of the research were chosen: 1) linguistic (with the indicators of students' lexical and grammatical knowledge) – maximum 30 points; 2) cultural (with the indicators of cultural phenomena and sociocultural language material) – maximum 30 points; 3) integrated (with the indicators of situational adequacy of speech and simultaneous use of English verbal and non-verbal means of communication) – maximum 40 points. The total number of points was 100.

The pre-test was held during class time at the beginning of the school year (September 2017). The test consisted of 5 topics for communication. The topic selection for the fourth graders was based on such linguistic material as: "Meeting", "School", "Holidays", "City", "Hobbies" that the students had learned in the previous grade according to their school curriculum. The pre-test consisted of 2 parts: oral - to check up the students' communication skills and written - to check up the students' lexical and sociocultural knowledge. The oral speech was audiotaped. The teachers had a wireless microphone which captured the students' voices. Later, the recorded speech was analyzed according to the above-mentioned criteria by three independent experts who were not familiar with the participants.

All students were randomly divided into two groups: experimental group (EG) and control group (CG). Each group was subdivided into 4. The number of students was not more than 15 participants in each subgroup.

The students of CG studied using the coursebook "The English language" written by Karpyuk (2014), approved by the Ukrainian Ministry of Education, and read the fairy tales as home reading. The teaching material for EG included the assignments from the above-mentioned textbook and the authentic texts of the popular English fairy tales (4 tales) chosen according to the 4<sup>th</sup> grade curriculum (topic "Getting acquainted" – fairy tale "The Cock, the Mouse and the Little Red Hen", topic "Appearance and character" – fairy tale "Snow White", topic "Meals" – fairy tale "The magic

pancake”, topic “Travelling” – fairy tale “Dick Whittington and his cat”) and elaborated by the authors of the article communication and dramatization tasks for them. The difference in the way of teaching EG and CG was in the content and character of educational activities, texts for reading and balance of different kinds of work at the lesson. However, the programme requirements for the level of knowledge at the end of the 4<sup>th</sup> grade, topics for study, vocabulary and grammar material were identical.

At the end of the school year in May 2018, the post-test was conducted to prove the validity of the integrated teaching primary school students speaking English as a second language by means of using drama techniques in the process of work with the English fairy tales.

In addition, questioning on the students’ moral quality development took place. Students analysed ten educational situations as to the correct pattern of behavior and chose an answer. The teachers, who worked with these students, answered five questions about the students’ behavior during the educational period basing their judgments on the classroom observation. The data were processed by means of the following mathematical calculations: the arithmetic average, Bepalko’s knowledge diagnostics, the method of mathematical statistics such as Student's t-test.

An arithmetic average was carried out to determine the students’ test scores for all the fulfilled tasks according to the elaborated criteria: linguistic, cultural, integral, to find out the level of the development of the primary school students’ foreign language communication skills and to compare the level of knowledge of EG and CG at the end of the school year.

Bepalko’s knowledge diagnostics was carried out to evaluate more objectively the level of the English communication skills development. The coefficient of the English communication skills indicators under analysis was calculated according to the formula:  $K = A/N$  where K is learning outcomes coefficient, A is the number of points received for correct answers, and N is a

maximal number of points assigned for correct answers (Bespalko, 1989). According to Bespalko, the test is considered passed when the coefficient is  $>0.7$  that is considered reliable.

Student's t-test as statistical significance test applied to small data sets was used to analyze the homogeneity and correctness of the selection of students' answers. Using this test, the p-value was determined and compared with the level of significance of  $\alpha = .05$ . The research data were processed using a free Statistical programme and MS Excel.

### Results.

At the beginning of the school year, the pre-test on the primary school students' level of the communication skills in English was conducted. The following results were obtained: according to the linguistic criterion the average score of EG was 17 out of 30, CG – 20; according to the cultural criterion the average score of EG was 15 out of 30, CG – 16; according to the integrated criterion the average score of EG was 15 out of 40, CG – 15. The total average score of EG was 47 out of 100, the total average score of CG was 51.

**Table 1. Pre-test comparing EG and CG (in scores).**

Criteria Groups	Linguistic (max -30)	Cultural (max – 30)	Integrated (max - 40)	Total average score (max 100)
EG	17	15	15	47
CG	20	16	15	51

The pre-test indicated approximately the same initial level of the English communication skills of the primary school students.

At the end of the research the post-test on the students' communication skills in English was conducted. The students of EG and CG performed the identical tasks. The results are shown in Table 2.

**Table 2. Post-test comparing EG and CG (in scores).**

Criteria Groups	Linguistic (max -30)	Cultural (max - 30)	Integrated (max - 40)	Total average score (max 100)
EG	25	22	32	79
CG	22	17	21	60

The post-test indicated the following results: according to the linguistic criterion, the average score of EG was 25 out of 30, CG – 22; according to the cultural criterion the average score of EG was 22 out of 30, CG – 17; according to the integrated criterion, the average score of EG was 32 out of 40, CG – 21. The total average score of EG was 79 out of 100, the total average score of CG was 59. The obtained results testified the positive dynamics of the development of the English communication skills of EG students.

For the objectivity of evaluating the primary school students' communication skills in English the obtained results were presented by means of Bepalko coefficient of learning where the minimum sufficient coefficient of learning – 0.7 (70 %). It is reasonable to present the comparison of pre-test and post-test measurement results of both groups in percentages.

**Table 3. Differences between pre-test and post-test among all the groups of the research.**

Group	Pre-test	Post-test	Increase
EG / CG	47 / 51	79 / 60	32 / 9

Judging on the obtained results, it can be stated that there were differences between pre-test and post-test among all the groups of the research. From the post-test, column of Table 3, it is evident that the coefficient of learning was greater than 0.7 (70%) in EG. It was 79 %. While the coefficient of learning in CG was lower than 0.7 (70%). It was 59 %. The obtained outcomes of EG proved the effectiveness of the integrated teaching and its positive influence on language skills development.

In order to verify the probability of the results obtained, we used the statistical methods of processing the experimental data according to Student's t-test for independent samples. As the null hypothesis, we accepted the hypothesis that the expectation value of the level of communication skills development in parent population from which the samples were selected are equal, i.e.  $\alpha_e = \alpha_k$ , the resulting differences in the communication skills development are random and insignificant. As an alternative hypothesis, we took  $H_1$  hypothesis where  $\alpha_e > \alpha_k$ . In each case, by the obtained average results and dispersions the calculations were conducted. The calculation of t - criterion was as follows:

$t = \frac{|\bar{x} - \bar{y}|}{S_{\bar{x}-\bar{y}}}$ , where  $S_{\bar{x}-\bar{y}}$  – is the standard error of the mean. Its estimation depends on sampling

volume and dispersion differences. In this experiment, sampling volumes were equal, i.e.,  $n_x = n_y = 60$  (EG and CG had 60 students each (4 subgroups, each consisting of 15 children) and dispersions were equal, so the standard error of the mean can be calculated as follows:  $S_{\bar{x}-\bar{y}} =$

$$\sigma_{x-y} = \sqrt{\frac{\sum (x_i - \bar{x})^2 + \sum (y_i - \bar{y})^2}{(n-1) \cdot n}}$$

$$S_{\bar{x}_e - \bar{x}_k} = \sqrt{\frac{473,72 + 430}{210}} = 2,1, \text{ herewith } \bar{t} = \frac{51,86 - 47,5}{2,1} = 2,07.$$

It is evident, that  $\bar{t} < t$ . It means that acceptance of the null hypothesis  $H_0$  on equation of expectation values of parent population is correct, i.e.  $\alpha_e = \alpha_k$ . The difference is statistically insignificant. Thus, the conducted statistical analysis shows that two above-mentioned samplings made from parent population have equal expectations value and dispersions, but as the communication skills development in the parent population has a normal distribution that is defined by these two parameters, so the obtained result means that both groups have the identical initial level of knowledge irrespectively of the measurement criterion. For statistical processing of the results a package of mathematical statistics applications and tables created by Microsoft Excel editor were used.

At the end of the experiment, the post-test on students' communication skills development in English was conducted. The hypothesis about the equality of the parent population of dispersions was tested again and confirmed, i.e.,  $\alpha_e = \alpha_k$ .

As the null hypothesis, we accepted the hypothesis that the expectation value of the level of communication skills development in EG and CG remained equal. As an alternative hypothesis, we took  $H_1$  hypothesis which stated that after the experiment the expectation value of the level of communication skills development in EG was higher than in CG i.e.,  $\alpha_e > \alpha_k$ . To test  $H_0$  hypothesis we had  $\alpha = 0,05$  and  $df = n_x + n_y - 2 = 28$ ,  $t = 2,1$  (according to the table of values from Student's  $t$ -distribution). On average, taking all the criteria into account such results were obtained:

$$S_{\bar{x}_e - \bar{x}_k} = \sqrt{\frac{557,33 + 352}{210}} = 2,08, \text{ herewith } \bar{t} = \frac{79,33 - 60,73}{2,08} = 8,9.$$

It is evident, that  $\bar{t} > t$ , i.e. that  $H_1$  hypothesis is correct. So, it proved the statistically significant differences in the levels of the students' communication skills development in English in pre-test and post-test and indicated a significant increase in EG students' development of the

communication skills in English after implementing the integrated teaching the Ukrainian primary school students speaking English by means of dramatization the English fairy tales.

The final questionnaire was introduced. It was aimed at examining the development of moral qualities (friendship, honesty, respect, help to other people, compassion) of primary school students of EG during the integrated teaching based on the work with the English fairy tales. The questioning consisted of ten educational situations where different actions/events were described. The students had to choose the variant of their perspective behavior in each situation.

The following examples illustrate some of the given educational situations:

1. "What would you do if you saw an old lady with a heavy bag?"

Answers: a) I would pass by her, b) I would help to carry this bag, c) I would pretend not to see her.

2. "What would you do if you saw that your school mate tortures an animal?"

Answers: a) I would have fun with him, b) I would pass by, c) I would take the animal away and take care of it.

The results indicated that the majority of EG respondents (88 %) demonstrated moral-relevant behavior choosing the pattern they met in the fairy tales. In CG only 54 % of students chose the variant that expressed the pattern of moral-relevant behavior.

Also, five questions for the teachers who worked with EG were suggested: 1) Have the students paid attention to the actions of the characters while working with fairy tales? 2) Have the students tried to imitate the behavior of the characters? 3) Have the students' behavior changed positively in the process of work with the fairy tales? 4) Have the students manifested the patterns of moral-relevant behavior they met in the fairy tales? 5) Is there a need to introduce the work with fairy tales into a lesson to provide the students with patterns of moral-relevant behavior? All teachers testified the positive influence of fairy tales on the development of students' behavior.

The answers to the first question confirmed that all the students paid attention to the behavior of the characters and even discussed themselves their correctness. Answering the second question, the teachers said that the majority of students tried to imitate the behavior of the characters not only in the process of dramatizing but even at the process of doing different other assignments at the lesson. As for the third question, the teachers unanimously admitted the positive change of students' behavior in the process of work with the fairy tales. Answers to the fourth question showed that the teachers observed the students' behavior according to the patterns of moral-relevant behavior out of class when they had common out-of-class activities. Finally, all teachers came to the conclusion about the need of using fairy tales at the English lessons not only to develop the communication skills in English but also to provide students with the patterns of moral-relevant behavior.

### **Discussion.**

The aim of the present research was to examine the implementation of integrated teaching the Ukrainian primary school students speaking English as a second language by means of using drama techniques in the process of work with the English fairy tales. The obtained results indicated the predominance of the English communication skills development of EG students who were taught according to the method of integrated teaching by means of dramatization the English fairy tales.

After one year of integrated teaching the students progressed in mastering: spoken English, English culture, simultaneous use of verbal and non-verbal means of communication and patterns of moral-relevant behavior.

According to the obtained results, this progress was achieved thanks to the implementation of dramatization techniques which involved numerous rehearsals in an emotional atmosphere (Bodnar & Kumpan, 2014) and therefore, numerous repetition of the linguistic material (Schewe, 2003; Halliwell, 2006) with the conscious use of the pronounced phrases (Puchta & Williams, 2011) that

lingered in the young learners' memory and could be used by them in their future conversations. Moreover, this material was obligatory repeated by all students of the group who had to learn all roles of the fairy tale characters by heart and practice all phrases in the dramatization process by exchanging the roles, as it was also suggested in the findings of Healy (2006). This is evidenced for oral skills development.

The research findings are in line with the results obtained by Demircioglu (2010) and DeCoursey (2014). These researchers stated that dramatization itself promotes better memorizing of the material and moreover, as Schiffler (2012) and Sambanis (2013) pointed out, the use of gestures and mimics which accompany the process of dramatizing and give emotional colouring make the language material more memorable for learners. In addition, the positive use of dramatization at extracurricular activities gives students an additional motivation for learning a foreign language (Charles & Kusanagi, 2007; Shin & Crandall, 2014). However, in the current research it was proved that the use of dramatization both in-class and out-of-class activities causes better effect than only extracurricular rehearsals being conducted periodically.

The idea of using fairy tale dramatization in the in-class activities was introduced in the work of Davies et al (2013) who spoke about the creative learning environments in education and in the work of Kanaki (2015) who also laid the main accent on the educational environment. But in these previous works the main accent was given to the fulfillment of the educational tasks on the basis of the learned material. A foreign language did not perform, like a mother tongue, its main function – to serve the needs of communicative demands of a person that was accentuated on in this study. The results of the investigation done by Wolf, Smit & Lowie (2017) proved the necessity to use a foreign language not only inside school environment but also outside school because outside training had a greater impact on oral fluency than only school teaching.

This research is in agreement with our findings. However, it didn't specially combine the in-class and out-of-class activities into one unity; it only insisted on the mandatory use of the foreign language outside school environment to involve one more additional external factor for the students' motivation to learn a foreign language.

The research also highlights the importance of teaching patterns of moral-relevant behavior during the language learning. Our idea is confirmed by Mukan and Shyika (2017) who stated that at the beginning of the 21st century, special attention is paid to education whose main task is to prepare a person for functioning in a multicultural society according to the moral norms and values (p. 35).

It is worth mentioning, that to introduce dramatization at school, the primary school teachers need to be familiar and comfortable with this activity. Not all teachers feel at ease with employing drama techniques in the classroom, here are constraints of time and space and not every teacher feels confident to use a method he has not been trained in, many are afraid to look silly and ridiculous in organizing drama activities (Miccoli, 2003; Kirsch, 2012).

The results of this study showed that in primary school education, there is a need to focus on integrated teaching, particularly on involving the performing activities and folklore material into the educational process to make teaching more entertaining and cognitive.

## **CONCLUSIONS.**

The implementation of integrated teaching the Ukrainian primary school students by means of dramatization the English fairy tales has made positive impacts on the development of students' communication skills in English.

Such method of teaching opens up a new horizon for improving the Ukrainian education system which invests into the effective development of human capital. The findings of the present research are significant to all the educators that are interested in this topic and those in the field of EFL

education as they provide them with ideas for language teaching the primary graders for the future. It is thus concluded that implementing integrated teaching based on authentic fairy tales' dramatization in the English language classroom helps enhance Ukrainian primary school students' speaking performance in English.

There was initially fear that the idea of introducing integrated teaching widely applied in the Western society might not be assimilated well in the Ukrainian society. However, now, the findings of this research proved the necessary to include it into English classrooms to help the students to develop their communication skills in English, to overcome their uncertainty in constructing phrases in English, to get acquainted with the English culture which is presented in the fairy tales.

In addition, the teachers who worked according to the integrated teaching method observed the young learners' great interest in a foreign language, as well as the development of their moral values, which had a manifestation in such acts as: assistance to the elderly, care for animals, support and protection of the weak, mutual help. All this showed a positive impact of fairy tales on the students' personality development.

The researchers believe that further research in primary schools is needed to explore the integrated teaching a major educational subject and a foreign language.

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