The article substantiates the interdisciplinary connections relevance in primary education, which help students to learn about the world around them in a comprehensive way and to master the educational material holistically and thoroughly; contribute to the creation of methodically constructed and used integrated lessons by teachers. The article also considers the need to use interdisciplinary tasks aimed at forming students’ subject and key competences, namely reading, communicative and social ones, etc. in literary reading lessons.

Keywords: interdisciplinary connections, interdisciplinary tasks, competences, primary education, literary reading.

Statement of the problem. In modern conditions, a competence-based learning approach is widely implemented in primary education, which involves the mastery of all the necessary learning and self-education skills by students, which are universal. Interdisciplinary connections play an important role in the formation and development of key competences, especially in primary school in the context of multidisciplinary.

All key competences are defined by researchers as multifunctional and interdisciplinary, they involve strong motivation, sufficient intellectual development of the individual, and are based on various cognitive processes and individual experience [1, p. 32]. The formation of basic competences in primary school students is an integrated result that is acquired gradually during learning activities at all stages.

Analysis of recent research and publications. Famous didacticians, such as J.A. Comenius, D. Locke, K. Ushynsky, dealt with the problem of the essence of interdisciplinary connections, methods of application and functions. Later, such teachers, scientists and didacticians as B.G. Ananiev, B.P. Esipov, M.O. Danilov, M.M. Skatkin, V.V. Kraevsky, I.Y. Lerner, A.M. Aleksiuk, V.O. Onyshchuk, V.F. Palamarchuk, N.A. Polovnikova, O.Y. Savchenko and others began to study
interdisciplinary connections, the new knowledge acquisition by younger students, and the textbooks creation.

The results of such research have become important for modern pedagogy, in the process of implementing the Model Educational Program or Educational Programs, which recommend the use of intra- and inter-subject connections that contribute to the primary education outcomes integrity and the skills transfer to new situations [2, p. 3].

Oleksandra Savchenko emphasized the importance of interdisciplinary connections in literary reading lessons, which influence the formation of reading competence and the hard skills that are formed along with it, namely the ability to learn, civic, communicative and other competences. A well-known didactician studied the phenomenon of interdisciplinary connections and tasks during literary reading lessons in primary school.

The purpose of the article is to reveal the essence of interdisciplinary connections, to consider the types of interdisciplinary tasks involved in the formation of reading competence and key skills, namely knowledge, activity and value competences.

Summary of the main material. Oleksandra Savchenko argued that the differentiation of scientific knowledge determines both the tendency to study them in depth and the need to synthesize similar content, which contributes to a more complete and comprehensive knowledge of objects. In the educational process, interdisciplinary connections are a bridge between the content of individual subjects in order to provide a comprehensive knowledge of those concepts, phenomena, and ways of doing things that are actually in different relationships and are elements of competences. The establishment of interdisciplinary links can be at the level of one educational field, individual subjects and courses from different educational fields. This process contributes to the integrity of knowledge, the development of students' cognitive interest, associative thinking, and better mastery of universal cognitive skills [3, p. 51].

Today, teachers consider the interdisciplinary connections use as one of the components of successful methodically correctly designed and conducted integrated subjects. Modern primary education students study most of the educational material in integrated courses, namely I Explore the World, Art, Design and Technology, Ukrainian Language and Literary Reading, and others.

A characteristic feature of primary schools in many foreign countries is that children are taught in integrated courses. For example, in Canada, reading, writing, and speaking are combined into language arts; information on history, geography, and civics is included in social studies; information on physics, chemistry, biology, and mathematics is included in science, etc. The methodology of organizing the learning of integrated content requires high professionalism of teachers, creation of an appropriate learning and cognitive environment, because learning takes place as
a holistic process without division into lessons, as different forms of interaction between children and with different learning objects, participation in project activities and research of life problems [4, p. 167-181].

Based on the experience of well-known teachers and didacticians, having analyzed the foreign primary school programs, Oleksandra Savchenko pointed out the wide possibilities of using interdisciplinary connections in literary reading lessons to form subject and key competences.

Due to the interconnection of subject and key competences, multidisciplinary and integrity of the primary education system, Oleksandra Yakivna stressed the need to use interdisciplinary connections in the context of the New Ukrainian School. The teacher and didactician identified and characterized three types of interdisciplinary connections in literary reading lessons: knowledge (enrichment, supplementation of knowledge), activity (mastering universal cognitive skills), value-oriented (feelings, attitudes, evaluative judgements of students).

The implementation form of interdisciplinary connections is interdisciplinary tasks, which Oleksandra Savchenko defined as an important tool that significantly complements the existing methods of forming key and subject competences, basic skills can serve as a bridge for the use of block and thematic integration. The content of interdisciplinary tasks is determined by the purpose of their application in the classroom, the proximity between subjects and courses of different educational fields [5, 12].

Types of interdisciplinary tasks:
1) knowledge type of interdisciplinary tasks
   a. recalling, updating elements of similar material that was studied earlier in other lessons;
   b. enriching students' knowledge of the book creation history, a famous writer work by comparing it with the information contained in the content of other subjects;
   c. use in the process of learning literary concepts of such tasks that actualize and enrich the ideas and concepts of similar content in music and visual arts;
   d. comparing descriptions of natural objects or social phenomena, events in literary and scientific texts in literary reading lessons with similar material in natural science and "I Explore the World" lessons;
2) variants of activity-type tasks
   a. determining the essential features and qualities of an object by students in order to gain a more complete and deeper knowledge of it;
   b. forming the ability to identify the main thing, which is an essential element of generalizing activity, without which no concept and method of action can be formed, so the ability to identify the main thing and generalize is essential for mastering any competence;
   c. establishing and explaining various connections that enable indirect cognition of objects and phenomena through logical and imaginative thinking, thus creating the prerequisites for their deeper understanding;
d. development of the ability to consider an object from different angles, which, gradually becoming more complex, subordinating other skills (for example, different types of analysis and synthesis), creates prerequisites for students to master all the structural elements of reading and key competences;

e. development of literary creativity based on the comparison and transfer of similar ways of doing things from different subjects;

3) interdisciplinary tasks of the value type

a. formation of value meanings and attitudes in junior pupils, which are part of the competences formed in the process of implementing all content lines of the subject;

b. ensuring the natural need of children for emotional experiences, identification and understanding of their feelings and feelings of other people;

c. creation of prerequisites for aesthetic and social development, mastering the standards of moral and ethical behavior. [3, с. 54-55]

The New Ukrainian School teacher prepares younger students for self-study, an essential tool for which is the ability to work with a book, namely a textbook. The main object of study in literary reading textbooks is texts of different genres, varying in length, topics, purpose and content. Oleksandra Yakivna suggested that textbooks in this subject had a significant potential for developing skills and abilities to work with a textbook, i.e. with textbooks in different subjects. The multicomponent skill of working with a textbook is formed during primary school lessons in different subjects and continues to be formed at the following stages of education. To develop this skill, a student needs to perform cross-curricular tasks, namely, to study the textbook; learn to use various symbols and signs outside the text; master the basic techniques of working with different texts.

The student needs to understand and master these interdisciplinary tasks and apply them to other lessons. Frequent completion of these interdisciplinary tasks will help younger students to form certain ways and rules of working with any educational texts, textbooks or materials.

Consider the interdisciplinary connection between the Ukrainian language and literary reading. The close connection between the two subjects can be observed in listening, in coherent speech development lessons, in the selection of texts for reading and processing. In literary reading lessons, students apply the knowledge gained in Ukrainian language lessons, namely, awareness of the ambiguity of words; determining the structure of the text, the role of paragraphs; writing a description; narration; continuing a dialogue; dividing the text into parts, selecting headings; drawing up a text plan, retelling according to the plan; studying different parts of speech, characterizing the main characters of the work and other characters, etc. Cross-curricular communication contributes to the acquisition of reading, communicative and key competences, as well as cross-cutting skills; helps to edit or create educational or personal texts, etc.
The lessons of I Explore the World and literary reading combine such common issues as the history of the native country, the Motherland; tolerance and the rights of people, including children; national, universal and patriotic values; state and national symbols, etc. Literary reading lessons offer students the opportunity to gain knowledge and understand the value and essence of such concepts as man, world, peace; to realize their patriotic, moral, aesthetic and social potential through literary works by different authors; to learn to appreciate and respect state and national symbols, to treat other people, especially parents, with tolerance and respect.

The interdisciplinary connection between art and literary reading can be highlighted during listening to folk songs, spring songs, carols; studying famous composers, folk artists and craftsmen; staging or verbally drawing a read work, composing a dialogue or describing a character's portrait, etc.

The systematic use of interdisciplinary tasks in literary reading lessons contributes to the acquisition of the necessary basic knowledge, skills, values, and helps to master various ways of activity, learning the educational material in the multidisciplinary primary education conditions.

Conclusions. The implementation of the competence approach depends on interdisciplinary connections, which are implemented through interdisciplinary tasks. Thanks to interdisciplinary tasks, students better master mental actions and methods of learning activities, which contributes to their independent work, ability to act in different situations, show their attitude and make decisions. Therefore, the multidisciplinary and integrity of the primary education system, the interconnection of subject and key competences indicate the need to use interdisciplinary connections in the New Ukrainian School, which will be implemented through interdisciplinary tasks.

References:


