

The use of CLIL methodology in teaching Practical English Course for the 1st year students of philological faculties at higher educational establishments of Ukraine in the conditions of blended and distant learning

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Annotation. The article is devoted to the use of the methodology of content and language integrated learning (CLIL) in the process of studying the "Practical English Course" by the 1st-year students of philological faculties of higher educational establishments of Ukraine with tests for independent work and self-control in blended and distant learning. Attention is paid to the effectiveness of testing and systematization of knowledge through this method during the study of the discipline. The purpose of the article is to highlight the main advantages of using the CLIL methodology in teaching the 1st year students of the philological faculties of higher educational establishments of Ukraine in teaching the discipline "Practical English Course". Emphasis is made on the effectiveness of the use of tests for independent work and self-control, which give students the opportunity to test their knowledge of English in a blended and distant learning. The research emphasizes that the use of the CLIL methodology increases the motivation of students to learn English, promotes the development of their mental abilities, purposeful acquisition of lexical units and grammar knowledge, which will be used in their future professional activities.

Keywords: *content and language integrated learning, Practical English Course, blended learning, distant learning, future professional activity, test, independent work, self-control.*

Formulation of the problem. The CLIL technique is one of the most innovative and successful developments in European education. The European Education Platform actively supports the CLIL methodology, offers general and financial support to schools, monitors the quality of CLIL through school attendance and certification, and cooperates with researchers and teachers' institutes. Over the last twenty years, the number of CLIL schools has grown rapidly and a large number of schools are now members of the school network established by the European Education Platform in 1994.

Educators, politicians and parents see the CLIL technique as a powerful tool that provides their children with a better preparation for their future lives, in which international contacts and mobility will become more widespread.

Modern educational life in Ukraine is gradually integrating into the European scientific and information space. New computer technology requires future professionals to have a good command of English lexical items in certain areas of production, human life, including medicine, education, art, etc.

In this regard, the method of CLIL (Content and Language Integrated Learning) is especially important in the context of functional mastery of a foreign language and the principle of integration. The use of the CLIL technique involves the study of non-linguistic subjects (physics, chemistry, geography, etc.) in foreign languages.[5].

Research analysis. The problem of content and language integrated learning has been studied by such scholars as S. Bobyl, Yu. Rudnik, Yu. Sobol, O. Khodakovska and others. Such foreign researchers as M. Allen, F. Ball, A. Bonnet, D. Greddol, L. Dale, L. Collins, D. Marsh, R. Tenner, I. Ting paid attention to the problem of content and language integrated learning in their works.

WWW The purpose of the article. The main purpose of the proposed article is to show the means of using the CLIL method in studying the discipline "Practical English Course" by the 1st-year students of philological faculties

of Ukrainian higher educational establishments with tests for independent work and self-control in mixed and distance learning.

Presentation of the main material. Scientists L. Dale, W. S., R. Tenner believe that the main advantage of using the CLIL technique is the activation of already acquired knowledge, experience in other subjects and their effective use for further intellectual and linguistic development. They explain that when students study a subject in a foreign language, they have to accept both new ideas and new lexical items. Therefore, it is important for a teacher who uses the CLIL technique to encourage the activation of knowledge and experience, which will help students to learn both language and content more effectively.

Researcher O. Khodakovska believes that a student who is taught by the CLIL method passes through a significant amount of language material and this gives him the opportunity to fully immerse himself in the natural language environment. Thus, language learning becomes more focused, as the language is used to solve specific communicative tasks. Also, students better know and understand the culture of the language being studied, and this leads to the formation of their socio-cultural competence. Thematic material requires the study of specific terms, appropriate language structures and this, in turn, contributes to the enrichment of the student's vocabulary with the necessary subject terminology.

Thus, the simultaneous study of a non-language subject and a foreign language makes it possible to equip the student with the necessary knowledge for future professional activity [7].

Current experience shows that in order for Ukraine to enter the transcontinental system of computer information and the new system of information support of education, it is necessary to effectively use the CLIL method for learning English.

The COVID-19 pandemic, forced periodic quarantine, has been an important impetus for the development of

blended and distance learning in all secondary and higher education institutions in Europe and Ukraine.

Scientist A. Andreev believes that blended learning is a combination of traditional teaching methods with interactive ones. It consists of three stages: distance learning of theoretical material, mastering practical aspects in the form of day classes, the last phase - passing an exam or completing a thesis [1].

The scientist explains that in blended learning a certain part of academic disciplines (or disciplines) is mastered by students in traditional forms of education (full-time or part-time, etc.), and the rest of disciplines (or disciplines) - by network learning technologies [1].

According to researcher V. Kukhareno, "distance learning" is learning by means of telecommunications, in the process of which subjects with spatial or temporal distance, carry out a general learning process aimed at creating external learning products and relevant internal changes (increases) subjects of study [3].

According to scientist N. Zhevakina, "distance learning is a purposeful interactive process of interaction between teacher and higher education, based on the use of modern information and telecommunications technologies that allow distance learning, and therefore provides an opportunity to receive education in the production process. at the place of residence, the ability to organize the process of self-education, planning and implementation of individual educational trajectory depending on their capabilities and needs, expands the range of people who have access to all types of educational resources beyond age, social restrictions, health, increases social and professional mobility [2, p. 70].

Scholar V. Osadchy notes that the "distance learning environment" is a set of methods and software tools that are used to implement remote distance learning technology. The scientist believes that such an environment is formed in two ways:

- using distance learning platforms (systems) (Moodle, Zoom, Microsoft Teams and Google Classroom and others);

- through a set of services and services of the Internet (blog, e-mail, online board, online video and audio, chats, forums, online testing tools, online presentations, electronic libraries, etc.) [3, p.8].

Practice shows that such a set of methods and software creates a comfortable educational information environment and communication system in order to organize independent work and self-control the 1st-year students majoring in 014.021 Secondary Education. Language and literature (English) using the method of CLIL.

Analysis of the curriculum for "Practical English Course" specialty 014.021 Secondary education. Language and literature (English) for the course show that the ratio of classroom hours to hours of independent work is approximately 39%: 61%. Thus, in the first semester, 80 hours of classroom classes and 160 hours of independent work are provided for this subject; in the second semester - 90 hours of classroom classes and 170 hours of independent work. The corresponding curriculum is planned to study certain topics in grammar, which give students the opportunity to test their knowledge of English.

Practice shows that students constantly need to repeat the material studied in previous courses in higher educa-

tion institutions where they study. To this end, it is appropriate to offer them general lexical and grammatical tests during independent work in order to test their knowledge and self-control in mixed and distance learning.

For instance: **Choose the correct answer (A), (B), (C) or (D):**

1. Can you imagine _____ in 2050?
(A) what life will be like
(B) what will be life
(C) what will be life like
(D) what life was like
2. The Internet is _____ inventions in history.
(A) one of the most important
(B) one of most important
(C) one most important
(D) one of the importantest
3. Many of Agatha Christie's novels _____.
(A) made into films
(B) have made into films
(C) have been made into films
(D) into films were made
4. Let's go to the disco, _____ ?
(A) don't we
(B) let us
(C) won't we
(D) shall we?
5. Ann was standing at the bus stop waiting _____ a number 41 bus.
(A) for
(B) —
(C) at
(D) to
6. There aren't _____ easy ways of learning a foreign language.
(A) some
(B) no
(C) any
(D) the
7. He said that he _____ Spielberg's new film yet.
(A) hasn't seen
(B) didn't see
(C) hadn't seen
(D) wasn't seen
8. Mother told me _____ the door to anyone.
(A) not open
(B) that I won't open
(C) not open
(D) not to open
9. Doctors help _____ people.
(A) ill
(B) sick
(C) dead
(D) serious

10. I _____ this car for a year.
(A) have
(B) have had
(C) am having
(D) have been having
11. When _____ in London?
(A) have you arrived
(B) did you arrive
(C) you have arrived
(D) you arrived
12. I enjoyed _____ very much at Ann's party.
(A) myself
(B) oneself
(C) self
(D) me
13. I'm sorry I'm late. It's all my _____.
(A) fault
(B) guilt
(C) crime
(D) shortcoming
14. It's the restaurant _____ serves Chinese food.
(A) who
(B) what
(C) that
(D) is
15. Many Scottish people _____ use some Scottish words when they speak English.
(A) yet
(B) already
(C) still
(D) else
16. It's time _____.
(A) that we have a break
(B) to have a break
(C) we will have break
(D) having a break
17. I don't want _____ there alone.
(A) that you go
(B) you going
(C) you go
(D) you to go
18. Hamlet _____, "To be or not to be, that is the question."
(A) told
(B) talked
(C) said
- (D) spoke
19. Our teacher _____ the text again.
(A) made us to read
(B) make us read
(C) made us reading
(D) made us read
20. I find it difficult to talk to Alan because we have so _____ in common.
(A) few
(B) small
(C) little
(D) less
21. How long _____ Spanish?
(A) you study
(B) have you studying
(C) have you been studied
(D) have you been studying
22. Dolphins are so intelligent _____ that they can communicate with people.
(A) that
(B) than
(C) as
(D) because
23. My father gave up _____ three weeks ago.
(A) to smoke
(B) smoke
(C) smoking
(D) smokes
24. Millions of people study English _____ a foreign language.
(A) for
(B) like
(C) as
(D) because
25. My father always gives me _____.
(A) good advices
(B) the good advice
(C) a good advice
(D) good advice [6].

Conclusions. The use of the CLIL technique in teaching the "Practical English Course" for 1st year students using lexical and grammatical tests for independent work and self-control in mixed and distance learning is an effective means of learning a foreign language. The CLIL method motivates students' learning, encourages meaningful memorization of new lexical items, encourages the study of grammar rules, as they will use the acquired knowledge in their future professional activities.

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