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CLIL AS A SPECIFIC APPROACH IN TEACHING ENGLISH

All spheres of our life have undergone dramatic changes. Education was one of them. Teaching and learning foreign languages would necessary adapt to these inevitable changes. The major aims of language teaching are not only broadening cultural horizons, but also preparation for future professional life through acquiring knowledge and skills required by an international labour market. CLIL might be the most suitable method to achieve this, since the content of non-language subjects is presented by the target foreign language.

To implement CLIL into teaching, theoretical knowledge needs to be put into practice. CLIL lesson requires a precise and extensive preparation. First, the teacher has to decide in great detail which content is going to be taught and also has to define the English parts of the lessons. It includes not only partial planning of the lessons but rather a long chain of steps for this approach to be efficient.

A typical lesson plan for CLIL consists of stages specifically designed to perform the following activities:

- checking previous knowledge;
- practicing content language;
- expanding vocabulary;
- consolidating knowledge;
- summarizing skills;
- applying the new knowledge;
- checking and correcting errors.

The most difficult task for the teachers is to find appropriate material and adopt it. High-quality CLIL materials are cognitively demanding and challenging for learners. This “excessive cognitive load can be avoided by incorporating enhanced scaffolding and other learner support mechanisms to help students reach well beyond what they could do on their own. Quality learning materials help students build a sense of security in experimenting with language, content, and the management of their own learning. In addition, quality CLIL materials are highly integrative and multilayered and they help increase the likelihood that both content and language learning will be meaningful.

Since there is a lack of CLIL materials, CLIL teachers need to select CLIL materials from the existing resources, adapt them so that they meet the needs of their students or they must actually become materials designers and create materials themselves. These are considered to be important competences of CLIL teachers.

When selecting materials, it is necessary to evaluate them first from the point of view of the content and age appropriacy. The input provided by the materials should be as rich and varied as possible to accommodate various learning styles, and help students develop their language skills. It should include not only reading texts, but also radio broadcasts, various materials from the internet, such as Youtube videos, films, internet articles, podcasts, PowerPoint presentations, blogs, visuals, etc. They are authentic and up-to-date, and therefore attractive for both the students and the teachers.

After the material has been chosen, the teacher needs to decide what tasks students will do with it and how they will be scaffolded in the learning process. Usually, the tasks are divided into three groups:

1. pre-reading/listening tasks which prepare students to deal with the material independently; motivate them and spark their interest; activate their schemata (pre-concepts); or help them understand some key vocabulary which appears in the material;

2. during-reading/listening tasks which help students understand the new knowledge, main ideas, important details, or specific information included in the text;

3. after-reading/listening tasks which enable students to use the new language of learning (subject-specific language) and language for learning, construct their own knowledge, deepen their understanding of the new subject matter, and use it in various problem-solving tasks.

Take, for example, the video from Youtube “Straddling Bus” Possible Solution for Beijing Traffic Misery that explains how straddling bus can solve the problem of traffic congestions in Beijing.

Since a CLIL teacher should often refer to authentic material, it could be necessary to deal with topic specific vocabulary or with everyday words used in a specialist way that students might not know. In that case, instead of simplifying the text, it would be better to provide scaffolding through a keyword box before doing the exercises.

When introducing new words some techniques might be useful to explain their meaning, among them are:

- miming;
- showing pictures;
- giving a context sentence;
- giving a definition.

It's also recommended to give collocations. Here is an example of an exercise dealing with collocations. For each word in the first column, there is one possible match proposed in the second one; students have to mark the appropriate word.

Pre-listening activities:

One of the objectives of the activities students do before listening to a text is to find out what their pre-concepts are or to activate their schemata. There are lots of activities which make this possible, and they can all be done either in L1 or L2. One of them is the personalization activity. Students are asked some questions related to the topic. They are encouraged to discuss them in pairs.

During-listening activities:

During- listening activities include tasks which students need to do while they listen to a text. In these tasks they usually need to transform the information from one code to another using various graphic organizers, problem solving tasks, or answering various kinds of questions. For instance, marking advantages of using a straddling bus. It is important that the task is set before listening because it gives students the purpose for listening and helps them focus on the most relevant aspects of the material.

After-listening activities:

At this stage, it is necessary to draw students' attention to the target vocabulary which in CLIL situation usually includes language of learning (terminology and the language needed to discuss the new subject matter). The last task in the worksheet based on the video about straddling bases in Beijing suggests thinking and expressing students' opinion using topic-specific vocabulary.

To sum up, CLIL is based on constructivist principles, therefore it uses learner-oriented methods to enable students to construct their own knowledge and thus achieve the objectives. Learning materials should enable the development of all main components of CLIL – content, cognition, communication and culture – following some specific criteria. During the learning process students should activate their schemata, discuss their pre-concepts, gain information from a variety of sources, be involved in tasks in which they can investigate, observe, make conclusions, compare, analyse, evaluate, etc. All these activities need to be carried out so that they give students an opportunity to acquire not only subject knowledge, but also cognitive and interactional skills.

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ВИКОРИСТАННЯ ІННОВАЦІЙНИХ МЕТОДІВ ПІД ЧАС ВИВЧЕННЯ СОЦІОГУМАНІТАРНИХ ДИСЦИПЛІН

Основу сучасної освіти складають сучасні світові тенденції навчання і виховання, які разом з політичним, соціально-економічним і культурним життям, характеризують людське суспільство у відповідній історичний період його розвитку. Однією з пріоритетних проблем в усьому світі є підготовка майбутніх фахівців. Більш того, на сучасному етапі реформування та розвитку освіти, зросла необхідність готувати працівників, як особистостей, які мають розвинені уміння оцінювання ситуації, готові до активної професійної і соціальної діяльності.

Метою нашого дослідження є аналіз інноваційних методів, які застосовуються для студентів у вищих навчальних закладах під час вивчення соціально-гуманітарних дисциплін.

Вища освіта у ХХІ столітті, у період, коли відбувається перехід до інформаційно-розвиненого суспільства, набуває особливого значення для розвитку всього людства. До того ж випускники вищих навчальних закладів повинні йти в ногу з часом і бути наділеними не тільки фаховими знаннями, а й вмінням їх використовувати на практиці, орієнтуватися в процесах, які виникають саме зараз і постійно удосконалювати свої фахові здобутки. А основне завдання вищої педагогічної освіти України полягає у підготованні таких фахівців європейського зразка.

У зв'язку із цим, у вищих навчальних закладах навчання повинно бути методично обґрунтованим і більш того, досконало продуманим. Варто