

to other culture; tolerance to other people's opinion and traditions; acknowledgement of cultures diversity; wide knowledge and familiarity with other culture; tact in communication; good manners; ability to forgive etc.

Considering all that, one can conclude, that actualization of knowledge on different subjects contributes to realization of the significance of the culture of feelings in future work. All this information forms the methodological background for revealing definite forms and means of implementing different pedagogical conditions in future teacher's academic and professional training.

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Slobodianiuk A. A.

CONTENT-BASED BILINGUAL EDUCATION: THEORETICAL PERSPECTIVE

Odessa, Ukraine

Abstract. *The paper deals with the content-based bilingual approach. Especially its theoretical background is considered. In recent years content-based bilingual education has become an interesting alternative to more established forms of foreign language teaching in a number of European countries. This can be explained by the fact that high proficiency in a foreign language has become an important goal in education and that teachers are no longer satisfied with the results of traditional language teaching, including communicative approach. Content-based bilingual education is, in general, regarded as superior to traditional mainstream approaches.*

This approach has not been integrated into any learning theory or foreign language learning theory, and there is not much empirical research which tells us why learning languages and non-language subjects through a foreign language works so well. There

is only some evidence from teachers that the approach is very successful but still there is no theoretical background for it.

Keywords: *bilingual education, concept, cognitive psychology, learning strategies, knowledge acquisition.*

In recent years content-based bilingual education has become an interesting alternative to more established forms of foreign language teaching in a number of European countries. This can be explained by the fact that high proficiency in a foreign language has become an important goal in education and that teachers are no longer satisfied with the results of traditional language teaching, including communicative approach. Content-based bilingual education is, in general, regarded as superior to traditional mainstream approaches.

Being a fairly practical, content-based bilingual education has rarely ever been discussed from a theoretical perspective. This approach has not been integrated into any learning theory or foreign language learning theory, and there is not much empirical research which tells us why learning languages and non-language subjects through a foreign language works so well. There is only some evidence from teachers that the approach is very successful but still there is no theoretical background for it.

The objective of our paper is to sketch out a possible theoretical basis for this practical approach. To achieve this goal we will first discuss in some detail what content-based bilingual education is, then we will present a possible explanation for the high language learning potential inherent in this approach. Afterwards the psychology of learning, knowledge acquisition, constructivist approaches to learning will be considered. Eventually, we will relate these ideas to content-based bilingual education and show that this approach is much better suited to fulfil the demands of modern learning psychology than traditional approaches.

The term “bilingual education” is used in two specific ways:

- it refers to the upbringing children - at home - in two languages. This kind of bilingual education takes place when the parents are of different linguistic backgrounds. This kind of bilingual education is usually informal and is of no interest in our context.
- it refers to the teaching of non-language subjects through the medium of a foreign language. Content-based language learning, as it is also called, has become quite popular in recent years and exists in a number of varieties. Thus, there are two types of bilingual education, and both have a main goal of teaching English

to non-native speakers while also teaching the necessary grade-level or course curriculum.

In a *one-way developmental bilingual education*:

- the students are placed into classes based on their native languages.
- The teacher teaches both in that language and in English, slowly phasing out the students' native language and eventually teaching only in English.

The idea is that the students will be comfortable in the learning environment throughout the process, but they will soon enough be ready to join the language majority in regular classes.

One-way bilingual classes:

- Strongly resemble content-based classes
- The teacher speaks two languages

In a *two-way bilingual class*:

- The student population is 50% native English-speaking and 50% minority language-speaking. A German/English bilingual program, then, would be half English-speaking and half German-speaking.
- The teacher would be bilingual and would teach the entire course half in English and half in German.

In addition to content instruction, the purpose of such a class is threefold:

- Transition - The German speakers are learning English so that they may thrive in an English-speaking educational environment.
- Development - The English speakers are developing understanding and fluency in a second language.
- Maintenance - The German speakers are maintaining their native language and culture, precious things that are sometimes lost when young children speak English more on a daily basis than their native language, causing a disconnect between them, their families and their heritage.[6]

As it was mentioned above, content-based language learning seems to be superior to traditional approaches to foreign language teaching. Students who have gone through these courses have developed much higher proficiency, especially in the academic skills of reading and writing. This was also shown in the research projects conducted by Henning Wode. [5] The question arises why this is so. We believe that more frequent exposure to the foreign language at the students is not sufficient to explain the superiority of this approach.

We suppose that content-based language teaching provides better learning conditions for foreign language learning, and that this is the reason why it is superior to traditional language teaching. In a bilingual classroom which is focusing on a content subject, most of the concepts developed by modern learning theory can be integrated much more naturally and in more authentic way than in the traditional classroom.

In order to prove the validity of my assumption we will have a closer look at the more recent research on human memory. The American psychologists Craik and Lockhart managed to prove empirically in 1972, that the successful acquisition of knowledge depends on the depth of processing. They assume that keeping in mind a learning item is a function of processing depth, i.e. if a learning item has been processed more deeply, the probability of it staying permanently in memory is higher. [1] The question arising at this point is what the factors are which influence depth of processing. In the psychology of knowledge it is assumed that deeper processing takes place when the learning item is interesting and motivating. Curiosity can be a motivating factor to process a learning item more deeply.

One of the most important assumptions of cognitive psychology is that humans do not only process information in order to acquire knowledge and to understand the world around them: they also make use of mental operations to control the reorganization and utilization of this knowledge. Cognitive psychologists call these processes learning.[4]

In the context of this discussion it is interesting to note that learning as well as information processing is seen as a cognitive activity, consisting of mental operations controlled by strategies. Most of these can be subsumed under the heading of hypothesis building and hypothesis testing. Learning is regarded here as something active which is carried out independently by the learner, and that learning cannot be influenced or controlled from the outside.

Jean Piaget, the father of modern constructivist ideas, describes learning as a construction process which is controlled by the learner alone on the basis of his/her individual knowledge. Consequently, it leads to different learning results for each learner.[3] There are no learning processes taking place beyond the subjective construction of meaning and the assimilation of this meaning with the experience already present. Learning is a process of self-organization and will only take place if the learner takes over responsibility for his own learning.

Specific features of the constructivist concept are the importance of the social context, the responsibility and self-organization of the learner, and the interaction with others. The idea that learning is an independent construction process which can hardly be influenced by others is stressed even more than in cognitive psychology.

In recent years quite a substantial number of the concepts developed in cognitive science and learning psychology have been taken up by the pedagogical sciences and transformed into new concepts of institutionalized learning. Later some of these concepts will be overviewed, and it will be shown in what respect content-based language learning provides opportunities to put these concepts into pedagogical practice.

Content-based language teaching provides very favourable conditions to introduce and to work with *learning strategies* in the classroom. Thus, learning strategies and study skills are used extensively in many content-based subjects which are taught in a foreign language. The learner understands better the importance of this concept for learning strategies are much more authentic when they are used with ‘real-world’ contents.

The other concept which is closely related to learning strategies is “*learning to learn*” concept. “Learning to learn” as a consciousness-raising activity can be handled in a much easier and more transparent way in the learning of Geography, for instance. It is easier for the learner to describe and generalize learning processes which have led him to understand geographical facts or processes than to make transparent more complex language learning processes.

Depth of processing is not a pedagogical concept but should lead to a more thorough reflection on the importance of identification and involvement on the part of the teacher. If depth of processing is such an important aspect in the learning process, then the promotion of it must play a more central role. For the foreign language classroom this could mean that contents and materials that guarantee more involvement should replace those that are used now. According to Craik and Lockhart semantic processing means deeper processing, however.[1] It must be admitted in this context that it is not clear yet in which way semantic processing promotes the acquisition of the language system, although Rod Ellis’ formula that “language learning is language use” does provide a clue here.[2]

So, the advantages of content-based language teaching have been shown. We strongly believe that this approach can lead, if modified and

adapted to the specific situation of a country, to much higher degree of multilingualism than we manage to develop right now.

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Stas T. V.

THE ELEMENTS OF FORMING EMOTIONAL CULTURE OF FUTURE PRIMARY SCHOOL TEACHERS BY MEANS OF FINE ARTS

Odessa, Ukraine

Abstract. *The article outlines the elements (components) of forming emotional culture of future primary school teachers by means of Fine Art: cognitive-educational, motivation-axiological, practico-behavioral, introspective-prognostic, emotional-sensual.*

At present, there is an increased interest in professional-pedagogical culture of a high school which is caused by the growing demands to the level of common culture and special training of graduates; by the change of educational paradigms that confirm the transition from mass-reproductive forms and methods of teaching to individual-creative; by the preparation of teachers to be professionally competent for entry into the labor market with the well-formed needs in continuous professional self-education and self-development.