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NATIONAL EDUCATION AT ENGLISH LESSONS: INTERACTIVE APPROACH

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Abstract. *The article deals with the problems of patriotic education at English lessons. Ukraine has experienced a difficult period of new political and social realities (the Revolution of Dignity, the Euromaidan, Russian aggression), which make the issues related to the patriotic education paramount ones. The process of teaching English is a great platform to raise citizenship in young generation by means of interactive methods.*

Keywords: *patriotism, national education, interactive approach*

Taking into consideration new social and political realities in Ukraine, especially after the Revolution of Dignity and Russian aggression, the problems of patriotic education among young generation are coming to the fore, making these issues of current interest.

According to the Decree of Ministry of Education 641 “On approval of the Concept of national-patriotic education of children and young generation”, “it is important for each educational institution to be for a child a centre of formation a citizen-patriot of Ukraine, who is ready to take responsibility, to have dedication to develop the country as a sovereign, independent, democratic, legal, social state, to ensure its national security, to promote the unity of the Ukrainian political nation and the establishment of civil peace and harmony in the society.” [4]

Also the phenomenon of the Maidan is referred to as an important factor in the national and patriotic education; it has become a symbol of sacrifice for the sake of absolute respect for human rights and dignity. Dramatic events of cold 94 days of the winter of 2013-2014 should not be let into oblivion, “they should be remembered in spite of everything, we should refer to them in the most difficult moments, when it seems that there is nowhere to go...” [2, p.11]

The communicative focus of foreign languages provides a teacher with a wide range of opportunities for raising citizenship, patriotism, high moral

qualities of the individual. In the course of learning English, students acquire not only knowledge of the foundations of the subject, but also the ability and skills to use a foreign language as a means of communication, getting new useful information. Analysis of modern textbooks of English language has shown that the existing educational literature does not always meet the changing needs of the education of the citizen and patriot.

In modern methodological literature under the influence of a number of both linguistic and social and cultural factors the notion “learning language” is being gradually displaced by the notion “learning language and culture”, including the culture of interpersonal communication of the subjects belonging to different cultures, but being interesting for each other in terms of life experience, general erudition. Interpersonal communication between the representatives of different languages and cultures can be realized only in case they have a joint goal – mutual enrichment by means of intercultural communication. In such a dialogue a great importance is given to the exchange of the information about one’s culture, traditions and customs of the country interlocutor belongs to, the information about one’s small Homeland, i.e. country study. When students are studying, for example, symbols of the UK they should be ready to speak about symbols of Ukraine as well.

Development of patriotic qualities of a student by means of a foreign language takes into account the age and provides its different stages. In our paper we will consider the development of patriotism in high school. In high school, students reach a level of proficiency at which it becomes possible to have a dialogue with foreign peers either by means of the Internet or project activity, which develop Ukrainian identity in a student. High school develops skills and abilities of students to talk about their friends, family, city, village, country, national holidays, the capital of their homeland, to provide information about the main monuments of culture. To achieve the best results we offer to use different interactive methods, such as: quiz, presentation, contest, etc.

So, let us give some examples of the fragments of English lessons which can be used to develop patriotism in students. Thus, during the lesson dedicated to the geographical position of Great Britain and Northern Ireland, we can check students’ knowledge about their Homeland using such interactive method as quiz:

Task 1.

How well do you know your country?

1. How many countries in the European Union are bigger than Ukraine?
a none b one c two
2. Which of these countries has a bigger population than Ukraine?
a Argentina b Canada c Spain
3. The Ukrainian flag has two colours on it, blue and yellow. Which country *does* not have only two colours on its flag?
a Poland b Brasil c Sweden

The other great example can be the usage of integrated lessons, for instance, the History of Ukraine and English. So, the students have already learned some material at History and now during English lesson they can check their mastering the topic by completing the following tasks (with the usage of an interactive smartboard):

Task 2.

Correct the false statements:

1. People are sure Kyi was a real person.
2. Kyi means the bottom of the river.
3. Kyiv was the centre for a Slavic tribe in the Middle Ages.
4. The borders of Ukraine stayed the same after the twelfth century.
5. Kyiv changed a little in the twentieth century.

Students complete this task in pairs in front of the class using Smartboard, thus having a kind of competition: a student whose answer is correct has the right to answer the next question.

Task 3.

Complete the sentences.

1. Kyivan Rus stretched from... to...
2. ... defeated Kyiv princes Askold and Dir and brought the Slavic tribes together.
3. Ihor the Elder and his wife princess Olha....
4. Introduced Christianity in Kyivan Rus.
5. ... under the rule of Prince Yaroslav the Wise.
6. ... captured Kyiv in....

While doing this task students are allowed to use their textbooks on the History of Ukraine, thus this task has integrated approach as well.

The development of the ability to represent their country in the world, culture and life of its people, festive ceremonies and cultural values, national peculiarities and realities in dealing with foreign peers and guests are acquired by means of activation received in previous years, skills and abilities through role games, creative projects and cultural events.

Task 4.

Work in small groups. Plan an advertising campaign to encourage people to come and visit Ukraine.

Students work in groups of three or four and speculate about possible attractions (nature, architecture, history) to persuade the foreigners to visit their country. The result of this work can be a creation of a leaflet, which can be sent to the unknown foreigner using website <https://www.postcrossing.com/> - a project that allows anyone to receive postcards (real ones, not electronic) from random places in the world.

Task 5.

Prepare a short video-presentation about your native country(city) following the guidelines:

Start like this: I'm going to talk about... *or* The topic of my presentation is

Then give brief information about:

- the area
- the population
- rivers, lakes, mountains
- natural resources
- the climate
- popular destinations

Finish like this: *I'm happy to be a citizen of such a beautiful country. I'm proud of Ukraine.*

To sum up, patriotic education plays a prominent role in the formation of a citizen and teaching of foreign languages in the modern school gives teachers opportunities to raise citizenship and patriotism. To succeed in it different interactive methods can be used, including project work, competition, discussion, etc.

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