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Актуальні проблеми сучасної філології та методики викладання
іноземних мов

Збірник наукових праць



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Актуальні проблеми сучасної філології та методики викладання іноземних мов: збірник наукових праць / за заг. ред. А. А. Юмрукуз. Одеса: Магістр, 2023. 79 с.

Збірник містить тексти доповідей IV Міжнародної конференції з питань сучасної філології та методики викладання іноземних мов, що відбулась 20-21 квітня 2023 р. на кафедрі західних і східних мов та методики їх навчання ДЗ «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського»

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Let's consider the concepts of «language culture» and «speech culture». «Language culture» is interpreted as observance of established norms of pronunciation, word and form usage, and construction of phrases. The foundations of language culture are laid in the family, in preschool age, but systematic, organized language learning begins at school; «speech culture» is the observance of fixed language norms of oral and written literary language, as well as conscious, casual, purposeful, skillful use of language and expressive means depending on the purpose and circumstances of communication [1, p.182].

The implementation of the cultural approach in higher education is characterized by the following indicators: addressing the educational process to the personality of the student as the main subject of education; the organization of training not as a set of activities, but as an integral system of teacher-student interaction; implementation of education in the context of world and national culture; support of individuality, development of subjective properties of students; significant improvement of the pedagogical culture of teachers.

The cultural approach is essential for determining ways of integrated teaching of professionally oriented English language of future social workers. First, it focuses attention on the value-oriented content of cultural education, promotes the formation of global thinking of students and creates an intellectual base for their future professional activities. Secondly, the cultural approach allows addressing the problems of selecting cultural material, its structuring and developing the technology of expert assessment of the cultural content of educational literature.

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CONTENT AND LANGUAGE INTEGRATED LEARNING IN ESP CLASS

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Many higher education institutions have offered English for Specific Purposes (ESP) courses with a particular occupational focus to help students be successful in their academic disciplines and prepare them for work in their respective fields after graduation.

Over the last few decades, the methodological term CLIL (Content and Language Integrated Learning) has been widely used within the conceptions of

language education and professional education. The use of CLIL provides the potential for time saving in terms of language and content integration. Aside from this, it also offers a new dimension of thinking and deepening foreign language competences within non-linguistic subjects. The objective of ESP courses in higher education are to prepare students for their real professional life by developing communicative language skills [2].

The orientation and choice of a foreign language is influenced by the needs of markets, economies, cultures, and traditions etc. These needs feedback into newer forms of effective and modern forms of language teaching procedures and methods. CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. It can be viewed as one example of curricular integration. CLIL as an educational approach was developed in Europe and is, therefore, very strongly European-oriented. It is based on the assumption that foreign languages are best learnt by focusing in the classroom not so much on language but on the content which is transmitted [3].

The term CLIL has been used since the nineties in the 20th century, however the integrated teaching of language and subject (as a methodology of bilingual education) was realized earlier. Martín de Lama states that CLIL offers an interdisciplinary approach in teaching content through the language and by introducing scaffolding techniques it brings its fruits through language acquisition within content topics at the same time [4].

According to the European Commission the benefits of CLIL methodology are as follows:

- builds intercultural knowledge and understanding;
- develops intercultural communication skills;
- improves language competence and oral communication skills;
- develops multilingual interests and attitudes;
- provides opportunities to study content through different perspectives;
- allows learners more contact with the target language;
- does not require extra teaching hours;
- complements other subjects rather than competes with them;
- diversifies methods and forms of classroom practice;
- increases learners' motivation and confidence in both the language and the subject being taught [1].

Our attention is paid especially to the point which says that CLIL complements other subjects rather than competes with them, which is in concordance with our initial comments on “integrated teaching/learning”. The same is approved in the last point where it positively influences motivation as well as the content of the subject. As for drawbacks, CLIL should be perceived in objective reality and its implementation brings with it some challenges and problems.

The topic of CLIL implementation in ESP classes in higher educational institutions is relevant in today's multilingual world, especially the need for highly qualified and competent university graduates with opportunities to be experts in their future professional lives.

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INQUIRY-BASED LANGUAGE LEARNING IN ENGLISH CLASSROOM

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Inquiry-based learning has become a popular approach to teaching in recent years, with its emphasis on student-centered, active learning. This approach can be particularly effective in language learning, where students need to engage with the language in authentic ways in order to develop proficiency.

Inquiry-based language learning (IBLL) is defined as a process of seeking truth, information, or knowledge by questioning [1, p. 4]. It is focused on practical students activity and encourages them to actively search for information. Inquiry-based language learning is learning through research and a way to increase student engagement in a particular activity through active independent work in finding answers to theoretical and practical questions.

Students involved in inquiry-based language learning are actively engaged in their own education. The starting point is the existing knowledge of the students, while the goal is to actively develop their knowledge, skills, and abilities by building a connection between their experience and information that arises from the investigation of new content. During the learning process, students develop critical thinking and problem-solving skills. The role of the teacher is to create an educational environment that encourages students to be as active as possible, with the teacher serving only as a mentor or instructor and providing assistance when needed.

According to B.C. Bruce and J. Davidson, the process of inquiry-based learning begins with the students' questions and observations, which serve as the starting point for their learning. They conduct investigations to find information related to the topic, using resources such as the Internet, textbooks, and asking others. This process helps them create a map of the topic and gain a comprehensive understanding of it. They then use this knowledge to create something related to the topic, such as a project or presentation. During this stage, they explain their ideas.