IMPLEMENTATION OF CLIL METHODOLOGY IN TEACHING PRACTICAL ENGLISH COURSE FOR THE 3RD YEAR STUDENTS OF PHILOLOGICAL FACULTIES AT HIGHER EDUCATIONAL ESTABLISHMENTS OF UKRAINE IN THE CONDITIONS OF DISTANT AND BLENDED LEARNING

Knowledge of a foreign language acquires fundamental and priority importance in today’s globalization. Possessing integrated communication skills that provide professional and business relationships between people from different countries is becoming an obvious necessity for future foreign language professionals. Accordingly, special attention is paid at the present stage to the CLIL technique known in the world and actively used for effective foreign language learning.

The article is devoted to the problem of implementation of the methodology of content and language integrated learning (CLIL) in the process of studying the “Practical English Course” by 3rd 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 3rd 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.

Key words: content and language integrated learning, Practical English course, mixed learning, distant learning, future professional activity, test, independent work, self-control.
**Problem statement.** Modern educational life in Ukraine is a confirmation of the gradual process of integration into the European scientific and information space. The development and implementation of new computer technologies, the emergence of new gadgets requires future professionals not only to have integrated communication skills, which can provide professional and business communication between people of different countries, as well as knowledge of English lexical units for certain areas of production, human life, namely, education, medicine, art, etc.

The CLIL (Content and Language Integrated Learning) methodology acquires special attention in the context of functional mastering a foreign language and the principle of integration in this case.

Researcher David Marsh explains that the CLIL technique allows learners to develop foreign language linguistic and communicative competencies in the same learning context in which they develop general knowledge and skills. The use of the CLIL technique involves the study of non-linguistic subjects (biology, mathematics, geography, etc.) by foreign languages (Marsh, 2016).

**Research analysis.** Such scientists as S. Bobyl, Y. Rudnik, Y. Sobol, O. Khodakovska and others paid attention to the problem of subject-language integrated learning in their works. Among foreign researchers of content and language integrated learning, such scholars as M. Allen, A. Bonne, D. Greddol, L. Collins, D. Marsh, I. Ting, and others should be singled out.

**The purpose of the article.** The main purpose of this work is to show the means of implementation of the CLIL methodology during the study of the discipline “Practical English Course” by 3rd year students of philological faculties of the higher educational
establishments of Ukraine with tests for independent work and self-control in distance and blended learning.

Presenting the main material. Researcher O. Khodakovska believes that the study of language by the method of CLIL becomes more purposeful, because the language is used to solve specific communicative tasks. In addition, students have the opportunity to better understand and perceive the culture of the language being studied, which leads to the formation of socio-cultural competence of students.

A student or pupil passes through a fairly large amount of language material, which is a full immersion in the natural language environment. Working with different topics allows you to study specific terms, certain language structures, which helps to replenish the vocabulary of a student or pupil with subject terminology and prepares him for further study and application of knowledge and skills. The study of a foreign language and a non-language subject is both an additional means to achieve educational goals and has positive aspects for both the study of a foreign language and a non-language subject (Marsh, 2016).

Experience shows that the study of English by the method of CLIL creates the conditions for Ukraine’s entry into the transcontinental system of computer information and is the basis for the emergence of a new system of information support for education.

As a result, the development of distant and blended learning is becoming extremely important.

Such scientists and practitioners as V. Dyvak, N. Dumansky, T. Kramarenko, V. Popov, V. Trohmenko and others paid attention to the issue of distant learning in the educational process of higher educational establishments.

According to the researcher V. Kukharenko, “distant learning” is learning by means of telecommunications, in which subjects (students, teachers, tutors) having a spatial or temporal distance, carry out a general educational process aimed at creating external educational products and relevant internal changes (increases) of subjects of study (Kukharenko, 2002).

Scientists V. Kukharenko, O. Rybalko, N. Sirotenko point out that distant learning is carried out only with the help of the Internet, because the receipt of educational materials and tasks, and all other issues related to communication, are only in absentia. Intermediate and final certification is also carried out by sending and checking materials (Kukharenko, 2002).

In this regard, according to the scholars, the following negative factors of distant learning become apparent, namely: the lack of face-to-face communication between a teacher and a student, which does not allow to implement an individual approach to teaching and education; students are not always self-disciplined, conscious and independent; lack of good technical equipment for constant access to information sources; lack of practical training and lack of constant control (Kukharenko, 2002).

Experience, practice and a large amount of modern research indicate that in this case it is necessary to use a blended form of learning that creates a comfortable educational information environment, and communication systems provide all the necessary educational information.

According to the scientist A. Andreev, blended learning should be understood as combining traditional teaching methods with interactive ones, which consists of three stages: distant learning of theoretical material, mastering practical aspects in the form of full-time classes, the last phase – passing an exam or completion of graduation paper (Andreev, 2007).

The scholar explains that in blended learning elements of asynchronous and synchronous distance learning are used, the essence of which is that a certain part of academic disciplines (or disciplines) students (students) learn in traditional forms of education (full-time or part-time, etc.), and another part of disciplines (or discipline) – by network learning technologies. The ratio of parts is determined by the readiness of the educational institution as a whole to such a construction of the educational process, as well as the desire and technical capabilities of students (listeners). This approach is called “flexible learning” (Andreev, 2007).

Analysis of the curriculum for «Practical English course» specialty 014.02 Secondary education. Language and literature (English) for the 3rd year students show that the ratio of classroom hours and hours for independent work is approximately 40%: 60%. Thus, in the first semester of the “Practical English course” specialty 014.02 Secondary education. Language and literature (English) for the 3rd year provides 50 hours of classroom classes and 90 hours of independent work. In the second semester, 66 hours of classroom classes and 144 hours of independent work.

The program “Practical English Course” for the 3rd year students provides for the study of certain topics in grammar, which give students the opportunity to test their knowledge in English. These are the topics: “The Article”, “The Adjective”, “The Adverb”, “Passive voice”, “Sequence of Tenses”, “Indirect speech”.

Experience and practice show that students make the most mistakes on topics such as “The Article”, “The Adjective”, “The Adverb”.

In order to test knowledge and identify errors, students can be offered the following tests on the topic of “The Article”:
TEST 1.

Task 1. Choose the correct answer.

1. _______ Queen Mary is docked in _______ Long
   Beach in _______ California.
   A) The, -
   B) A, an
   C) An, -
   D) -, -

2. It was _______ second chance of hers and she thought it was _______ beat one.
   A) An, an
   B) A, a
   C) The, the
   D) -, -

3. _______ Savoy and _______ Hilton are _______ world famous chain hotels.
   A) An, a
   B) The, the
   C) A, an
   D) -, -

   A) A, a
   B) An, an
   C) -, -
   D) The, the

5. Walter is having _______ chicken and _______ broccoli for dinner.
   A) The, the
   B) -, -
   C) An, an
   D) A, a

6. During _______ Renaissance _______ lot of inventions were made.
   A) The, a
   B) -, -
   C) An, an
   D) -, -

7. _______ Mars and _______ Venus and _______ Earth are the planets of the solar system.
   A) An, an, a
   B) The, the, -
   C) A, a, the
   D) -, -, the

8. _______ official language of Ukraine is _______ Ukrainian language.
   A) A, the
   B) A, -
   C) -, the
   D) The, the

9. _______ World Court is situated in _______ Hague in _______ Netherlands.
   A) -, -
   B) A, a, a

10. His cats name is Pussy. What _______ name for _______ cat?
    A) An, an
    B) The, the
    C) A, a
    D) -, -

11. Most of all I love _______ waltzes and _______ Strauss waltz is very sweet.
    A) The, -
    B) -, a
    C) An, the
    D) The, a

12. That was _______ most popular and _______ most famous song of _______ Beatles.
    A) The, the
    B) An, an
    C) -, -
    D) A, a, a

13. We worked for _______ year at _______ United Nations.
    A) The, -
    B) A, the
    C) -, -
    D) The, the

14. _______ last president of _______ Soviet Union M. Gorbachov was awarded _______ Nobel Prize.
    A) An, the
    B) -, the, an
    C) -, a
    D) A, an, the

15. _______ Oxford University is one of _______ oldest universities in the world.
    A) The, the
    B) The, the
    C) A, -
    D) An, the

Task 2. Choose the correct answer.

1. They looked at _______ only woman in the room who was sitting near _______ fireplace.
   A) An, the
   B) -, the
   C) The, the
   D) A, a

2. If you have _______ flu, just take _______ pill and drink _______ hot tea with _______ lemon.
   A) The, the, a, the
   B) An, an, -, -
   C) -, the, a, -
   D) The, -

3. Which _______ desert is larger, _______ Sahara Desert or _______ Kara Kum Desert?
4. During that accident all ______ injured were taken to ______ nearest hospital.
   A) An, an
   B) A, a
   C) The, the
   D) An, the

5. When I came ______ home mother told me that ______ Mr. Watson called me. I have no ______ idea who he is.
   A) An, a
   B) The, an
   C) The, the
   D) A, a

6. There are some charity programs for ______ poor in Kyiv City Council.
   A) -
   B) The
   C) An
   D) A

7. ______ highest mountains in ______ Ukraine are ______ Carpathians.
   A) An, the, a
   B) A, an, a
   C) the, the
   D) The, the

8. ______ Hermitage was ______ one of ______ most famous museums in ______ Soviet Union.
   A) The, the
   B) A, the
   C) An
   D) A, the

   A) The, the
   B) A, the
   C) An, the
   D) The, a

10. Our students always read ______ Economists at their ______ English lessons.
    A) The, -
    B) A, the
    C) An,
    D) An, the

11. ______ Ivan Franco Theatre in ______ Kyiv is ______ national pride of Ukraine.
    A) -, the
    B) A, an
    C) -, the
    D) An, the

12. When Thomas was in ______ Netherlands he visited ______ Hague.
    A) A, a
    B) -, a
    C) An, an
    D) The, the

13. ______ Baikal is ______ largest lake with ______ fresh water in ______ world.
    A) An, the, a
    B) -, a
    C) A, the, an
    D) The, the, the

14. ______ Ben Nevis is ______ highest peak in ______ Highlands in ______ Scotland.
    A) The, the
    B) A, the
    C) An, a, the
    D) -, a

З теми “The Adjective” ми пропонуємо такі тести:

**TEST 1.**

**Task 1. Choose the correct answer.**

1. The old road is ______ of the new one.
   A) one third as long
   B) three times as short
   C) one third the length
   D) three times of size

2. The dolphin is ______ than the shark.
   A) more intelligent
   B) intelligetier
   C) the most intelligent
   D) intelligent

3. Hugh is ______ his elder brother.
   A) the clever as
   B) as clever as
   C) not clever as
   D) so clever as

4. Greg is ______ than he was the other day.
   A) tired
   B) the most tired
   C) more tired
   D) tireder

5. ______ we study ______ we know.
   A) The much, the much
   B) The many, the many
   C) The most, the most
   D) The more, the more

6. Mark was so ______ yesterday that everybody told him about it.
A) impolite
B) politeless
C) politely
D) politer

7. The castle was (a, an)_______ building.
A) nice stone old
B) stone old nice
C) nice old stone
D) Old nice stone

8. The old lane was ___ ancient street in that town.
A) narrower
B) narrow
C) narrowest/most narrow
D) the narrowest/the most narrow

9. It was _______ day of the year. It had been rain-
A) the wettest
B) wetter
C) wetty
D) wet

10. Sarah’s ______ boy was so naughty
A) three year older
B) three year’s old
C) three year old
D) three years old

11. Jupiter is _______ planet of the solar system.
A) larger
B) large
C) more large
D) the largest

12. Mountain McKinley is ________ mountain
A) so high
B) as high
C) the highest
D) higher

13. The new house is _______ as the old one.
A) twice as both
B) twice as many
C) twice as more
D) twice as much

14. The room is _______ of theirs.
A) half as much
B) half the size
C) half as size
D) half the bigger

15. Sally was wearing a ______ necklace.
A) gold
B) golded
C) golden
D) goldy

Task 2. Choose the correct answer.

1. Mr. Chilver told us it was __________ day of
   A) worse
   B) the worst
   C) badder
   D) bad
   his life.

   2. Frank was not _______ the men in his family.
   A) as tall so
   B) so tall as/as tall as
   C) twice as tall all
   D) so as tall

   3. The weather seems to be _______ this year
   A) the most pleasant/ pleasantest
   B) pleasant
   C) more pleasant/ pleasanter
   D) pleased

   4. Ann’s son is _______ his father.
   A) as funny as
   B) funny as
   C) funny so
   D) so funny

   5. Mark’s advice is: never buy any _______ cars.
   A) second hand’s
   B) a second hands
   C) used
   D) the second hand

   6. _______we earn _______ we work.
   A) The most, the most
   B) The more, the more
   C) Much, much
   D) More, more

   7. All the houses in this area are _______ of the
   A) one third the height
   B) a three a height
   C) thee times as low
   D) one three the height

   8. Mrs. Easton bought a _________ red brick
   A) hundred years old
   B) hundredth year old
   C) hundred year older
   D) hundred year old

   9. Arlene is _________ child in the family.
   A) older
   B) elder
   C) the oldest
   D) the eldest

   10. Sheila spoke _______ than her father-in-law.
   A) so friendly
   B) more friendly/ friendlier
   C) the friendliest
   D) friendly

   11. The fishing rod I needed was _________ as my
   A) worse
   B) the worst
   C) badder
   D) bad
   previous one.
A) twice as long
B) twice the length
C) twice the longer
D) two as long

12. Tom says it’s _______ day today. The heat is unbearable.
A) hotter
B) more hotter
C) hot
D) the hottest

13. Pluto is _________ planet of the solar system.
A) more far
B) farther
C) the farthest
D) far

14. Diana looked at the ________ table with white tablecloth and sighed.
A) candle-stick
B) candlelight
C) candle lighted
D) candle-lit

15. I know you are _____ in football than in studies.
A) more interested
B) the most interested
C) most interested
D) interested (Shevchenko, 2020)

Conclusions. The modern CLIL technique has obvious advantages in the process of learning a foreign language. It motivates students to learn, encourages meaningful memorization of new lexical items and learning grammar rules. The use of tests for independent work and self-control provides students in the conditions of blended and distant learning forms to test and deepen their knowledge of lexical units and grammar rules that they will apply in their future professional activities.

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