

Секція 2

ІННОВАЦІЙНІ МЕТОДИКИ ТА ІНФОРМАЦІЙНО- КОМУНІКАЦІЙНІ ТЕХНОЛОГІЇ НАВЧАННЯ І ВИХОВАННЯ МОЛОДШИХ ШКОЛЯРІВ

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ENGLISH AND EMBROIDERY: MODERN TEACHING TECHNIQUES

Formulation of the problem. The integration of foreign language learning with various types of arts is based on the following principles: common functions of language and art: encoding information; art and language as a means of knowing oneself and the environment; activation of foreign language speech in the context of activities; activating the student's intellectual reserves by activating various organs of perception at the same time; the aesthetic value of language (literature) and art; positive emotional background, favorable for creative activity and learning a foreign language, therapeutic effect of art; prevention of fatigue by switching the student's educational activities from one art form to another.

Analysis of recent research and publications. Foreign specialists M. Long, R.E. Slavyn, M. Finocciaro, and P. Strevens emphasized on this type of educational activity. CLIL (Content and Language Integrated Learning) is the study of all or several subjects of the school curriculum in English. The term CLIL was coined by David Marsh, Finland (1994).

The main purpose of this work is to present an integrated course “Palette Alive”: CLIL through Embroidery.

Presentation of the main material. Integrated course “Palette Alive”:

presents CLIL through Embroidery. The nineteenth-century educationalist Von Humboldt was right when saying: "There can be no one absolute solution to motivation of learning foreign languages. We cannot teach a language. We can only create the conditions in which it is learned". The course "Palette Alive" proposes to learn the structures in the process of performing various creative tasks including embroidery. The CLIL program sets itself two global goals: a sufficient level of learning a school subject with the help of a foreign language, as well as deep learning of a foreign language. Thanks to this approach, teaching students in their native and foreign languages is one continuous process.

We start our integrated lesson from excursion to Ukrainian Embroidery.

Ukrainian Embroidery is so Important, because Ukrainians are proud of it. On May 18, Ukrainians celebrated Vyshyvanka Day - a holiday of our national clothing. Ukrainian embroidered clothes have a thousand-year history and special patterns in different regions. To strengthen the idea of Ukrainianness is especially important in the difficult and tragic period of struggle for the right to be free. Vyshyvankas mean so much for Ukrainians because of their Old History. Research says that the Scythians (7th BC – 3rd BC), an ancient nomadic people who lived in the territory of modern Ukraine, wore embroidered clothes: long sleeve tunics, long trousers, and belts. In every region of Ukraine, traditionally, we can see different symbols and patterns on embroideries. There are plant, floral, geometric, and zoomorphic ornamentations. The Meaning of Patterns are different: the tree of life, triangles, sigmas, swargas, birds, etc have their own unique meanings. Some ornaments are said to protected you from misfortune and evil spirits; others - to give you good luck, health and a good harvest. Then we continue our story by telling about British Embroidery, its history and patterns, assistants of an Embroiderer, smooth and cross stitches. We learn how to stich by practicing and singing *songs*:

When I was a tailor, a tailor, a tailor,	Needle runs in,
When I was a tailor, a tailor was I,	Needle runs out.
I was doing this way & that way & this way,	What does it mean?
I was making that way, & this way, & that way,	What's this about?
when I was a tailor, a tailor was I.	Look, comes across
	We 've got a cross

The we suggest a game “Mirror”. Pupils have to play the role of mirrors, which is going to reflect all movements & gestures of the teacher. Take a needle, a thread, and fabric & slowly embroider a large cross which must be seen by everybody. Comment every movement in English: I am stitching / embroidering / piercing / cutting / dragging now. I have stitched / embroidered / pierced / cut / dragged. Give tools to all children also.

Needle:

I'll stick in here

I'll drag off here

Silky & red

Come with me thread

Needle (after thread)

I'll run in here

I'll run off here

I'll run across

We've got a cross

Thread:

Once more repeat it

How you did it.

Needle & Thread together:

We'll stick in here

We'll drag off here

We'll come across,

We'll get a cross.

Conclusions. So what do we achieve by integrated lessons? We “kill some birds with one stone”: communicating in a foreign language while working in groups on common tasks contributes to the consolidation of certain speech structures and also stimulates the use of a foreign language in its main function the carrier of information in the process of performing tasks. The result is a double effect: new knowledge and speaking skills are acquired at the same time. We also strengthen the idea of

Ukrainianness which is especially important in the difficult and tragic period of struggle for the right to be free.

List of references:

1. Korunets I. V. Contrastive Typology of the English and Ukrainian Languages. – Vinnytsia: Nova Knyha Publishers, 2003.
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ВИКОРИСТАННЯ ЦИФРОВИХ ТЕХНОЛОГІЙ ПРИ МУЛЬТИМОДАЛЬНОМУ НАВЧАННІ

Оскільки цифрові ресурси мають значні переваги в навчанні, у дидактиці виникла ідея сприймання і засвоєння студентами освітньої інформації мультимодально (J. Olivier. (2020)). Сучасне розуміння цієї технології у сучасному розумінні розглядається через призму змішаного та дистанційного навчання. Мультимодальне навчання відноситься до втіленої навчальної ситуації, яка залучає численні сенсорні системи та системи дій студента (Massaro, 2012). Цей тип навчання є особливо ефективним у випадках, коли виникають утруднення у виконанні поставлених завдань, завдяки включення різноманітних засобів візуалізації програмового матеріалу.

Освітні веб-ресурси впливають на результативність освітнього процесу і, як показує дослідження (Fadel & et al. (2012)) студенти, які навчаються за технологією мультимодального навчання, мають навчальні досягнення, що в середньому перевершують досягнення тих, хто надає перевагу використанню