

мультимедійне поєднання літератури, музики та образотворчого мистецтва, що дозволяє урізноманітнити та посилити візуальні властивості зображуваних портретних характеристик. Якщо в музиці та образотворчому мистецтві існування цього жанру представлено досить широко, то в літературі ця проблематика потребує окремого ґрунтовного дослідження, не обмеженого рамками даної роботи. Розгляд використання елементів мистецького синтезу в представленому дослідженні репрезентовано творами П. Мирного, М. Коцюбинського та П. Тичини – українських письменників кінця XIX – початку XX століть. Проте переосмислення тексту інших літературних періодів в аспекті міжгалузевих зв'язків різних мистецтв, зокрема літературного, музичного та образотворчого, є сучасним і необхідним.

Подальші наші дослідження плануємо спрямувати на розгляд жанру музичного портрета в українській літературі XX століття.

СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ

1. Будний В. Порівняльне літературознавство : підруч. / В. Будний, М. Ільницький. – К. : Києво-Могилянська академія, 2008. – 430 с.
2. Кізілова Г. Портрет як жанр. Історія портрета. Види : [урок образотворчого мистецтва] : 6 кл. / Г. Кізілова // Шкільний світ. – 2016. – № 4. – С. 8–12.
3. Клочек Г. Художній світ поезії Павла Тичини «Ви знаєте як липа шелестить...» / Г. Клочек // Дивослово. – 2007. – № 11. – С. 53–60.
4. Косінова О. Михайло Коцюбинський та музичне мистецтво / О. Косінова // Наукові записки Тернопільськ. нац. пед. ун-ту ім. В. Гнатюка / за ред. М. Ткачука. – Тернопіль : ТНПУ, 2015. – Вип. 42. – С. 163–167. – (Серія «Літературознавство»).

5. Ковалів Ю. Історія української літератури: кінець XIX – XXI ст. : підручник : у 10 т. Т. 1. У пошуках іманентного сенсу / Ю. Ковалів. – К. : ВЦ «Академія», 2013. – 512 с.

6. Ковалів Ю. Історія української літератури: кінець XIX – XXI ст. : підручник : у 10 т. Т. 2. У пошуках іманентного сенсу / Ю. Ковалів. – К. : ВЦ «Академія», 2013. – 624 с.

7. Коцюбинський М. Твори : в 4 т. Т. 1. Повісті та оповідання (1884 – 1897) / М. Коцюбинський ; упоряд. М. Грицюта. – К. : Дніпро, 1985. – 367 с.

8. Коцюбинський М. Твори : в 4 т. Т. 3. Повісті та оповідання (1910 – 1912) / М. Коцюбинський ; упоряд. М. Грицюта. – К. : Дніпро, 1985. – 398 с.

9. Мирний П. (Рудченко П. Я.) Зібрання творів : у 7 т. / П. Мирний. – К. : Наукова думка, 1969. – Т. 2. – 452 с.

10. Мирний П. (Рудченко П. Я.) Зібрання творів : у 7 т. / П. Мирний. – К. : Наукова думка, 1969. – Т. 3. – 452 с.

11. П'янов В. На струнах вічності: нарис та есеї / В. П'янов – К. : Укр. письм., 2002. – 217 с.

12. Ростовський О. Педагогіка музичного сприймання / О. Ростовський. – К. : ІЗМН, 1997. – 248 с.

13. Семенчук І. Живопис словом. Книга для вчителя / І. Семенчук. – К. : ІСДО. – 1995. – 228 с.

14. Словник української мови : в 11 томах. URL: <https://slovnuk.ua/index.php?swrd=%D0%9F%D0%BE%D1%80%D1%82%D1%80%D0%B5%D1%82> (дата звернення: 10.03.2020).

15. Тичина П. Зібрання творів : у 12 т. Т. 1. Поезії: 1906 – 1934 / П. Тичина. – К. : Наук. думка, 1983–1990. – 734 с.

16. Тичина П. Зібрання творів : у 12 т. / П. Тичина. – К. : Наук. думка, 1983–1986. – Т. 2. – 664 с.

Дата надходження до редакції: 07.05.2020 р.

UDC 378.147:811.111'276.5

DOI: 10.37026/2520-6427-2020-102-2-98-102

Victoria SMELIKOVA,

Doctor of Philosophy,

Associate Professor of English Language Department
for Deck Officers

Kherson State Maritime Academy

APPLYING CLIL METHOD TO TEACHING MARITIME ENGLISH

Maritime industry has a multinational and multicultural fleet which works worldwide. Thus, there is a need in clear interaction among seafarers as a great number of accidents at sea occur due to communication failures. To prevent these accidents maritime educational institutions are constantly searching for effective methods of teaching and learning Maritime English. It has been mentioned in the article that the content and language integrated learning (CLIL) corresponds to nowadays demand when Maritime English has to be taught in short

period and reflects cadets' professional sphere. The author of the article studies the features of CLIL, describes content and practical teaching experience that could be used when studying a foreign language. The article reflects practical examples of teaching activities for implementing CLIL in the educational process, that is a series of lessons on the theme «Anchoring» developed on the basis of CLIL approach that could help teachers to plan and implement professional content in Maritime English communicative teaching. In each lesson foreign language

professional communication and professional activities are integrated in educational process. Each lesson is build according to the CLIL approach, principle of structural integrity and includes logically joint parts. Much attention in the article is paid to the description of different activities that may be applied to the CLIL lessons and may help cadets to master successfully the knowledge from professionally-oriented subjects and Maritime English communicative skills, increase their curiosity and motivation. Among the activities described in the article are warm-up activities, activities for developing reading, listening, viewing, speaking and writing skills, role playing activities and simulation of professional situations. Particular attention is paid to the learning and practicing Standard Marine Communication Phrases that relate to either external or onboard communication topics; and case study that makes cadets apply their knowledge and skills for analyzing real situation in the form of educational and vocational case.

Key words: content and language integrated learning, communicative approach, Maritime English, maritime institution, professional content

Статтю присвячено проблемі підготовки майбутніх моряків до ефективної комунікації у мультинаціональному екіпажі. Доведено, що цьому значною мірою сприяє предметно-мовне інтегроване навчання (CLIL), яке реалізується на заняттях із морської англійської мови та передусім спрямоване на те, щоб навчати курсантів морській англійській мові за короткий період часу, застосовуючи професійний контекст. Особливу увагу звернено на опис різних видів діяльності, які можна застосувати до занять з елементами CLIL, адже саме вони допоможуть курсантам успішно засвоїти знання з професійно-орієнтованих предметів, удосконалити комунікативні навички морської англійської мови, підвищити їхню зацікавленість та мотивуватимуть до вивчення мови у майбутньому. Схарактеризовано основні види діяльності: мовленнєва розминка, завдання з розвитку навичок читання, слухання, перегляду, говоріння та письма, рольові ігри та моделювання реальних професійних ситуацій; відпрацювання стандартних фраз для спілкування на морі (SMCP); кейс-стаді тощо.

Ключові слова: предметно-мовне інтегроване навчання, комунікативний підхід, морська англійська мова, морський заклад освіти, професійний зміст.

Статья посвящена проблеме подготовки будущих моряков к эффективной коммуникации в мультинациональном экипаже. Доказано, что этому в значительной мере способствует предметно-языковое интегрированное обучение (CLIL), которое реализуется на занятиях по морскому английскому языку и направлено на то, чтобы обучать курсантов морскому английскому языку за короткий период времени, применяя при этом профессиональный контекст. Особое внимание обращено на описание различных видов деятельности, которые можно применить к занятиям с элементами CLIL, ведь именно они помогут курсантам успешно усвоить знания по профессионально-ориентированным предметам, усовершенствовать коммуникативные навыки морского английского языка, повысит их заинтересованность, будут мотивировать к изучению языка в будущем. Охарактеризованы основные виды деятельности: речевая разминка, задания по развитию навыков чтения, слушания, просмотра,

говорения и письма, ролевые игры и моделирование реальных профессиональных ситуаций; отработка стандартных фраз для общения на море (SMCP) кейс-стади и тому подобное.

Ключевые слова: предметно-языковое интегрированное обучение, коммуникативный подход, морской английский язык, морское учебное заведение, профессиональное содержание.

Problem statement. An important part of seafarers' professional training is the study of Maritime English (English language spoken at sea), in particular, development and improving communicative skills required for professional communication with multinational crew on board and in ports. One of the most advanced teaching methodology in higher maritime educational institutions is Content and Language Integrated learning (CLIL). It allows to integrate professional knowledge, gained at professionally-oriented subjects, in the structure and content of the discipline «Specialized Maritime English» (and vice versa), use professional English terminology in teaching professional subjects.

Recent research and publications. The problem connected with Content and Language Integrated learning has been deeply studied by D. Marsh, M. Allen, D. Gredol, L. Collins and many others. Some researchers have examined the possibility of implementation CLIL methods at the English lessons in higher maritime educational institutions (Yu. Barzii, Yu. Grishko), rationality of using CLIL by students of marine specialties (I. Krasnovska), future ship engineers and electricians teaching by means of CLIL (U. Liashenko). But all these articles mostly present theoretical grounds of CLIL method and only minor elements of practical examples are reflected in them.

The purpose of the article. In our paper we try to demonstrate a series of lessons on the theme «Anchoring» developed on the basis of CLIL approach. It will help teachers to plan and implement professional content in Maritime English communicative teaching.

Presentation of the main material. CLIL is the teaching of subjects to cadets through the use of a target language that is a language different from their mother tongue. By immersing cadets in the language, our wards will not only learn about things like math, science and literature, they will also pick up English [4].

By teaching CLIL lessons teacher gives cadets the opportunity to acquire and activate cross-disciplinary skills by using a language different from their own. As we use CLIL, we should keep in mind that the CLIL method isn't about having cadets learn about the language, it's about having them use the language, accumulate as many vocabulary words related to the subject matter as possible, expand their visions and promote curiosity [1, p. 2].

The module «Anchoring» provides professional materials for developing and improving English language communicative skills required from cadets of navigation department for their work on board ships. According to the curriculum of «Specialized Maritime English» the module is designed for 30 studying hours.

At the beginning of the module «Anchoring» is the essential competency that cadets must acquire: to exchange information on anchoring procedure, anchoring equipment, safety measures, commands, Standard Marine Communication Phrases (SMCP).

In the module «Anchoring» cadets can find and learn the necessary factual, lexical and grammar materials on the theme, which are divided into 3 topics.

Topic «What do you know about anchoring equipment?» is the first in the logical sequence as it gives students opportunity to familiarize with anchor parts, types of anchors according to their holding power, anchor chain marking, anchoring equipment parts, maintenance of windlass and anchoring equipment, stages of how to bring a ship to anchor. Topic «How to prepare for anchorage?» develops students' skills to explain chart symbols of anchorages and holding grounds, interpret information from Nautical publications, differentiate ship anchoring methods and explain how to choose a proper one, and work with Pre-Arrival checklist «Anchoring Plan». Topic «Safe Anchoring Practice» is aimed at developing students' abilities to determine safety measures to be taken during anchoring operation, summarize watch keeping duties at anchorage, report anchor position and chain stay, describe the procedure of heaving up anchor, understand and respond correctly to the commands and SMCP for anchoring.

The module's topics are divided into 15 lessons.

Topic 1 «What do you know about anchoring equipment?» includes 6 lessons: 1) Fundamentals of anchor work 2) How to bring a ship to anchor? 3) Anchor construction 4) Anchoring equipment layout 5) Maintenance of windlass and anchoring equipment 6) Case Study.

Topic 2 «How to prepare for anchorage?» consists of 4 lessons: 1) What are the factors determining anchor planning? 2) Evaluation of depth and bottom conditions 3) Nautical publications for anchorage 4) What anchoring method to use?

Topic 3 «Safe Anchoring Practice» encompasses 5 lessons: 1) What safety measures shall be taken during anchoring? 2) How shall anchor watch be kept? 3) How to report in anchoring? 4) How to heave up anchor? 5) Use of SMCP for Anchoring.

In each lesson foreign language professional communication and professional activities are integrated in educational process. Each lesson is build according to the CLIL approach, principle of structural integrity and includes logically joint parts:

1) Starter. Its purpose is to grab the cadets' attention at the very start of the lesson, to engage them emotionally in the material, to activate their knowledge and logical thinking, as it often contains tasks in which cadets have to bring their own point of view to a particular situation or event. Making connections with prior learning and sharing objectives and outcomes are parts of a good starter.

2) Reading, which is divided into a sequence of stages: a) Pre-reading stage, its aim is to engage the learners' interest in the topic, elicit their prior knowledge or thoughts on some situation and introduce them to the context of the reading text. A good pre-reading task will motivate the cadets and create an expectation of what they will read. b) While-reading stage, it is the stage to support cadets' comprehension; they check the vocabulary and look for clues in the text to obtain the main idea. The idea is for cadets to search for important factual information in the texts taken from professional literature, ship's documentation, international conventions and codes. In addition cadets should make use of visual tools such as graphic organizer and concept maps to assist in comprehension complex professional texts. c) Post-reading stage helps cadets to understand texts further, through critically analyzing what they have read, and reproduce received information in communicative situations.

3) Vocabulary/Grammar. Cadets learn grammar in context based on the topics they study and through constant exposure to the language. Revise and recycle grammar

periodically to let cadets observe the language. This allows them to pick up grammar, syntax and conjugation naturally so that they can use it throughout class sessions. When introducing grammar, we include charts, documents and pictures that demonstrate a use of the rule prominently [1, p. 3]. This helps to develop cadets' skills to use technical lexical items in dialogues and monologues; use maritime terminology in presentations, briefings, role plays etc.

4) Speaking or Writing is a final part of each lesson. The focus of this stage is using the language as fluently and naturally as possible, as cadets would do outside of the classroom. For this purpose productive communicative activities are used, these creative tasks improve cadets' communicative skills in professional situations.

For example:

Task 1. In groups, conduct a safety briefing before dropping the anchor using the plan: 1) hazards; 2) preparing workplace; 3) PPE; 4) safety measures.

Task 2. In groups, design a poster on crewmembers' responsibilities before anchorage, at anchorage and when leaving the anchorage. *Group A* – Master; *Group B* – Officer on Watch; *Group C* – Chief Officer at forecandle; *Group D* – Deckhands.

5) At each lesson it is advisable to spend regular time revising Standard Marine Communication Phrases (SMCP) that relate to either external or onboard communication topics. The module provides activities for learning and practicing speaking SMCP, which teacher can integrate in the lessons according to the needs of cadets (For example: Role-play the dialogue. Your ship is anchoring. You give your crew commands for approaching the anchorage and for going at anchor. Crew responds using SMCP).

6) Word list contains the most important, frequent and commonly misspelled lexical items of each topic and defines active vocabulary which cadets must acquire while learning the topic.

Basic resources of authentic materials for module development were:

- Marine accident investigation sites: <https://www.swedishclub.com/academy>;
- <https://www.marineinsight.com>; <http://www.imo.org/en/OurWork/MSAS/Casualties/Pages/Default.aspx>;
- official IMO publications: COLREG, SMCP;
- samples of ship documents (Checklist of Inspection and Maintenance for Windlass, Pre-Arrival Checklist «B» Anchoring Plan);
- Bridge Procedures Guide 5th edition;
- Nautical publication 'Symbols and Abbreviations used on Admiralty Charts'
- Guidance for masters on keeping a safe anchor watch;
- Anchoring Guidelines: A Risk-Based Approach, 2019;
- Anchoring Practice By: Capt. Jerzy T. Idzikowski BSc, Master Mariner;
- 21st century seamanship.

The learning materials include professionally-oriented texts, audio and written dialogs, actual and controversial statements on specialty. A teacher should pay considerable attention to the work with texts (skim reading to get the general idea; scan reading to look for a specific aspect within the text; intensive reading for detailed understanding; extensive reading to practice dealing with long texts [2, p. 230], understanding, comparative analysis, looking for particular pieces of information within the text).

Developing listening comprehension is very important for seafarers (listening for gist means understanding the general meaning; listening for specific information helps students to focus on the details of the text.

This type of practice is necessary for accurate understanding of maritime communications, such as VHF radio communications. The information gathered from a listening task can provide a focus for language work or lead to more productive skills work: summarizing and reproducing the content of the listening text in dialogue.

Watching educational videos (SeaGull, VideoTel) enables cadets to visualize professional situations, connected with a topic being studied, distinguishing key stages in executing some process, e.g. how to anchor a ship, how to heave up anchor. Many of the principles of teaching reading also apply to teaching viewing: students need a reason for viewing that should reflect the type and purpose of the video; different types of tasks should be used at different stages of viewing.

Role playing and simulation of some situations, which are possible in students' future job, help them to develop creative strategies, improve professional skills, encourage the use of critical thinking, develop communicative skills through the use of English language (For example: Role play the conversation between the bridge and the forward station in one of the following situations: 1. The starboard anchor chain is leading round the bow over the bulb. 2. The anchor is dragging).

There are always cadets with the different levels of ability in every class so the teacher should be prepared to make arrangements that cater for all needs. Weaker cadets need more controlled and semi-controlled practice activities, while with stronger cadets it's possible to skip some of them. From time to time, cadets should work in mixed ability groups as this reflects 'real life' working conditions and gives less able cadets the opportunity to learn from the stronger members of the group [2, p. 192].

There are a lot of tasks for developing reading skills in the module as all important new information is given in the texts, most of which are the fragments of official IMO publications, samples of ship documents, anchoring guidelines and cases about real accidents at sea. Among the tasks for reading there are:

- Read the text and highlight the answers to the questions above.
- Read the description of anchoring equipment and label its parts in the picture below.
- Read the text and complete the checklist.
- Read the text and complete the Venn diagram below.
- Read the text and describe the scheme.
- Read the case and complete your part of the table etc.

The tasks for practicing new lexical and grammar material are presented in the form of controlled and semi-controlled activities, so first cadets have to master lexical items and grammar, do the tasks with only one correct answer and after that compulsory semi-controlled exercises to give extra practice once cadets have mastered the form, requiring them to use the new language within a wider context. For example:

- Match the adjectives in A with the nouns in B. How many combinations can you think of? Compare with a partner. (Controlled activity, as it implies only one correct variant of matching adjectives with nouns). Discuss the examples of adverse weather, excessive, load, corrective and preventive actions. Make lists. Compare with other pairs. (Semi-controlled activity, as cadets can give their own examples, agree or disagree with other participants of communication).

Authentic communication tasks aimed at developing productive skills of speaking and writing are suggested in the module. They are used for spontaneous communication when learning situation is transformed into real life

which contributes to generation of implicit knowledge. The examples of tasks are the following:

- Simulation: Student A is a newly arrived Cadet. Ask your crewmate about everything you need to know about anchoring equipment. Student B is a Bosun. Tell the cadet main information about anchoring equipment and its maintenance.

- Interview your partner on his/her knowledge of watchkeeping duties at anchorage.

- Discuss what information OOW should report to Master and the circumstances for calling the Master during an anchor watch.

- Read the report and simulate a possible on-board communication during the event.

Case study in the form of Maritime accident report is a special part of the module designed to provide reach opportunities for learning and for discussing real situations at sea, thus enabling cadets to further develop their communicative skills and professional knowledge [3, p. 4]. This part is practically oriented and its aim is to make cadets apply their knowledge and skills gained while working with previous parts for analyzing real situation in the form of educational and vocational case. The case "Pasha Bulker – Master didn't understand anchoring" is supported by a number of communicative and competency based tasks directed to the main objective: to determine factors that directly contributed to the grounding and develop preventive measures. In the effort to find solutions and reach decisions through discussion, cadets have to sort out factual data, apply analytical tools, articulate issues, reflect on their relevant experience, and draw conclusions they can carry forward to new situations. In the process, they acquire substantive knowledge, develop analytic and collaborative skills, and gain in self-confidence and attention to details [5, p. 17].

To work with the case the following tasks are used:

- Recognizing symptoms - critical understanding of facts (complete the chain of misdoings);
- Identifying goals (make assumptions)
- Develop an action plan.

Conclusion. CLIL lessons suppose higher requirements to English language teachers, but cadets stress that these lessons are often more gripping than the lessons of other subjects, because English teachers use different forms of presenting material, managing work, focusing on cadets' independent and creative work. Due consideration should be given to the content selection, sequence of the topics and development of activities for understanding and acquisition of indispensable professional knowledge in coherence with linguistic competence and communicative tasks for oral and written interaction in English.

It should be noted that Module «Anchoring» successfully integrates professional disciplines and topics, language and communication aspects. The proposed in the article scheme allows to consolidate cadets' theoretical knowledge on vocational subjects by means of English language, to learn professional vocabulary in professionally oriented situations according to international standards, to teach speaking and simulate real-life oral communication, to develop and improve all kinds of language skills, which are indispensable for achieving effective interaction on professional topics with the members of multinational crews. In the future it is advisable to establish a database of lessons on different topics developed on the basis of CLIL approach that could help teachers to plan and implement professional content in Maritime English communicative teaching.

REFERENCES

1. Barzii Yu. Implementation CLIL methods at the English lessons in higher maritime educational institutions / Yu. Barzii, Yu. Grishko // Young Scientist. – Issue 7.2 (71.2). – 2019. – P. 1–4.
2. IMO Model Course 3.17. Maritime English. – London: IMO Publishing, 2015.
3. Lucky Voyage: course book / [K. Boiko, V. Kudryavtseva, L. Lipshyts etc.]. – Kherson : STAR, 2020. – 316 p.

4. Montel E. The CLIL Method of Teaching: 4 Ways to Implement This Method in Class. URL: <https://www.fluentu.com/blog/educator/clil-method-of-teaching/> (date of appeal: 10 March 2020).

5. Smelikova V. B. The use of the case-technologies in teaching Maritime English in a competency-based approach. Science and Education a New Dimension. Pedagogy and Psychology. – Budapest, 2015. – III (33). – Issue 66. – P. 16–19.

Дата надходження до редакції: 23.03.2020 р.

УДК 811.111:378

DOI: 10.37026/2520-6427-2020-102-2-102-106

Мар'яна СОКОЛ,

доктор педагогічних наук,
професор кафедри романо-германської філології
Тернопільського національного
педагогічного університету
імені Володимира Гнатюка

Ольга ЦАРИК,

доктор педагогічних наук,
професор кафедри іноземних мов
та інформаційно-комунікаційних технологій
Тернопільського національного
економічного університету

Надія ГУПКА-МАКОГІН,

кандидат педагогічних наук,
доцент кафедри іноземних мов
та інформаційно-комунікаційних технологій
Тернопільського національного
економічного університету

ЕФЕКТИВНІСТЬ МЕТОДУ «ФІШБОУН» У ПРОЦЕСІ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ

У статті схарактеризовано метод «фішбоун», основне завдання якого – розвивати в здобувачів освіти під час роботи в групах або парах навички критичного мислення та роботи з інформацією, вміння ставити і розв'язувати проблеми; допомогти у встановленні взаємозв'язку між причинами та наслідками ініціативної компетентності, здійсненні обґрунтованого вибору. Доведено ефективність використання даного методу на практичних заняттях з англійської мови.

Ключові слова: метод «фішбоун», робота в парах, робота в групах, причинно-наслідкові зв'язки, аналіз інформації.

В статті охарактеризован метод «фішбоун», основная задача которого – развивать в соискателей образования при работе в группах или парах навыки критического мышления и работы с информацией,

умение ставить и решать проблемы; помочь в установлении взаимосвязи между причинами и последствиями иноязычной компетентности, осуществлению обоснованного выбора. Доказана эффективность использования данного метода на практических занятиях по английскому языку.

Ключевые слова: метод «фишбоун», работа в парах, работа в группах, причинно-следственные связи, анализ информации.

Modern educational trends require that classes in higher education institutions should be distinguished by a practical orientation and the student does not act passively in classes, but is an active participant in the educational process. The article focuses on the basic importance and objectives of the «fishbone» method, which enables organizing work in groups or in pairs, to help