

УДК 378.147.091.31-059.2:811.111

Nataliia Lashuk

Chernihiv Polytechnic National University
ORCID ID 0000-0002-5181-8545

Olga Nikolaienko

Chernihiv Polytechnic National University
ORCID ID 0000-0002-5181-8545

Tetiana Ushata

Chernihiv Polytechnic National University
ORCID ID 0000-0002-1873-5668
DOI 10.24139/2312-5993/2022.02/034-046

SPEAKING CLUB AS A TOOL OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE FORMATION AND MEDIA EDUCATION INTEGRATION

The article considers the issue of foreign language communicative competence, methods and strategies of its formation in the context of extracurricular activities and media education integration. The authors single out the discussion clubs as a type of extracurricular work. The article highlights various types of discussion: "The Gallery", "For or against strategy", "Whirligig", "The Socrates' Method": "Aquarium", "Hot Chair", "Speed English", "Quadro". It is pointed out that teachers of Foreign Philology Department use the opportunities and resources of the English-speaking club to integrate media education in the process of foreign language competence formation. English speaking club sessions with media education elements are provided as examples.

Key words: *foreign language, communicative competence, extracurricular activities, speaking club, discussion, method, strategy, media education, integration.*

Introduction. Within the context of the modern media and tech-savvy world, English is a tool for international communication, a means to meet the challenges of the 21st century in the professional, business or academic environments. The main purpose of teaching a foreign language is formation of a communicative competence. The concept of the competence approach was researched in the works of I.O. Zymnia, V.A. Bolotov, O.V. Savchenko, J. Raven, O.I. Pometun and others. According to CEFR (*Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, 2001, p. 13-14; p. 108-130) foreign language communicative competence contains three components: linguistic one includes a set of knowledge of vocabulary, grammar, semantics, phonetics, syntax, spelling and orthoepy, as well as cognitive structuring of this knowledge, methods of storage and access to them); socio-cultural one is connected to knowledge, skills and abilities related to the socio-cultural field of language use (dialects, accents, rules of etiquette, linguistic markers of social relations, use of different styles, etc.) and pragmatic one (discursive, functional, planning components).

Nowadays it is not enough just to use traditional methods of teaching a foreign language, based on practice and our experience, that is why teachers

constantly have to return to the study of this problem to find the most effective methods and techniques which will produce necessary outcomes. In addition, in our opinion the use of media education technologies in foreign language teaching promotes development of skills of search, analysis, synthesis, evaluation, creation, discussion, expression, argumentation of one's own position. Higher education institutions develop and implement measures aimed at improving the system of learning a foreign language and increasing the level of foreign language proficiency of specialists in various fields organizing and conducting additional foreign language courses, foreign language weeks, competitions, Olympiads, discussion or speaking clubs. Therefore, it is necessary to emphasize that extracurricular work plays a significant role as well.

Analysis of relevant research. A lot of research has been devoted to the problem of foreign language communicative competence formation. I.V. Kukhta (Кухта, 2008), V.M. Chorna (Чорна, 2021), S. I. Shandruk, J. V. Arkushina (Шандрук, 2021), I. Mishchuk, V. Yushak (Mishchuk, 2021), E. Nikitina, S. Zyryanova, S. Morozova (Nikitina et al; 2021), S. Whyte (Whyte, 2019) considered aspects of the formation of foreign language communicative competence of students of philology, as well as future professionals in non-language faculties, in the context of the communicative culture formation and teaching of Language for Specific Purposes.

L.V. Onuchak (Онучак, 2002) studied the peculiarities of organizing independent extracurricular work of students of economic specialties, M. Zakhir (Zakhir, 2019) studied a self-centered approach in extracurricular work in foreign language teaching. T.Y. Poliakova (Полякова, 2021) highlights the current situation and prospects for the development of extracurricular work in a foreign language in non-linguistic universities.

T. Jolls (Jolls, 2008), H. Onkovych (Онкович, 2020). N. Lashuk (Лашук, 2019) considered the issues of media education, media didactics and the use of media for educational purposes in the educational process of higher educational establishments.

However, despite the availability of a number of scientific works and achievements in the field, the issue of formation of a foreign language communicative competence, involvement of extracurricular activities in this process with elements of media education determine the relevance and significance of our study.

The Aim of the Study is to highlight effective methods of forming foreign language communicative competence using extracurricular work, including a discussion club, review strategies for a discussion performance

and provide examples of integration of media education elements into the work of a speaking club.

Research Methods. We have used the methods of analysis, generalization and systematization of scientific and methodological literature on the formation of foreign language communicative competence and the use of extracurricular forms, synthesis, description of variations of discussions, pedagogical observation and generalization of our own experience in organizing and conducting of English speaking clubs with media education integration.

Results. The scientific and methodological literature has developed a set of techniques, methods, strategies and approaches for the formation of foreign language communicative competence. Problem-based learning technologies aim at identifying or formulating a problem/problematic question, studying this problem and solving it. In the process of investigating the problem there is not only the development of lexical and grammatical speaking skills and abilities, but also the development of a number of communicative skills: the ability to communicate with each other; ability to start, maintain a conversation/dialogue; ability to agree/disagree with the opinion of the opponent/interlocuter; ability to ask questions for clarifying and checking; ability to find and sound answers to questions; ability to choose situational language, appropriate functional and grammar structures; state, argue and substantiate one's point of view; ability to listen purposefully to the opponent; anticipate a possible conflict and find ways to resolve it; change the tactics and strategy of one's behavior; exploit communication strategies (it is advisable to use speech and etiquette expressions; know how to address and greet speakers; be able to express gratitude, request, consent, disagreement, objection, etc.) (Бігич та ін., 2013, с. 334).

In addition to the problem method, it is extremely important to implement the method of cooperative learning. This method involves organizing work in pairs, triplets, groups and subgroups, resulting in the formation of general competencies provided by most educational programs, including teamwork and interpersonal skills.

As a result of the implementation of the project method is organization of an active process of students' learning and interaction. As part of this process, they perform tasks to achieve certain goals over a definite period of time. During the project implementation, students plan the time, pace and sequence of actions on their own. The examples of creative projects include making a presentation, recording a podcast on a

professionally-oriented topic in a foreign language, video, posting an article on social media, etc.

Role-playing method includes two components: the concept of “a game” – as a communicative interaction of several people limited by certain parameters, and the concept of “role-playing” involves the addition of imaginary fictional traits or personality traits of the participant.

Methods of critical thinking in teaching a foreign language contributes to the development of cognitive, analytical and perceptual skills in order to define a problem and its significance, to evaluate and search for alternative solutions, express one’s point of view. The task is more complicated if the student has to develop his own criteria for ranking information. For example, a student has to choose abilities and competences from a list of skills that in one’s opinion the student will need in the future job and put them in order of significance. Every choice need explaining, justifying and discussing.

To develop foreign language communicative competence, R.L. Oxford (Oxford, 2003) recommends the use of cognitive strategies (interaction with language material through analysis, synthesis, generalization, highlighting, outlining, etc.), metacognitive strategies (taking into account learning styles, planning goals and objectives for a foreign language learning, analysis of mistakes and success), mnemonic strategies (acronym method, rhyming, image association, TPR method, keyword method, etc.); compensatory strategies (guessing the context, using gestures, pausing words, using synonyms or defining an unknown word), affective strategies (identifying one’s mood, level of anxiety, discussing one's feelings, positive thinking and attitudes); social strategies (ask questions if you have not heard or understood the information or a task, ask for help to do exercises or communication tasks, studying of cultural and social norms).

The great role of extracurricular activities in the formation of communicative competence cannot be denied. T.Y. Poliakova defines extracurricular work as a joint initiative and creative activity of teachers and university students, emphasizing that it is performed on a voluntary basis, not related to the curriculum of the discipline “Foreign Language”, but aimed at increasing students' motivation to study foreign languages, creating conditions for the development of general and professional competencies, fostering professionally important qualities (Полякова, 2021. с.118). It is necessary to admit that extracurricular activities are based on the principles of humanization, cooperation, voluntariness, expediency and motivation.

Currently, a popular and effective means of creating conditions for communication and foreign language immersion, improvement of a command of English and organization of extracurricular activities are the so-called discussion or speaking clubs. Our goal is to dwell upon our own experience of conducting of an English speaking club (ESC) on the base of Chernihiv Polytechnic National University by the department of Foreign Philology. The purpose of the club is to improve speaking skills through direct live communication. ESC is a communicative platform where conditions are created for communication on topical issues for students who are interested in conversational practice in their free time. The need to create an optional discussion club arose as a result of the difficulties of organizing educational activities with the help of communicative methods in mixed-abilities groups with quite a large number of students. Communication in the club is always in a foreign language which helps to improve pronunciation, enrich vocabulary, develop listening and speaking skills. Teachers of the department of Foreign Philology use various forms of activities, such as: role-playing games, trainings, film watching, presentations and performances. If possible, native speakers are invited to discuss cultural differences and conventions. The topics of English speaking club meetings are varied from healthy eating to environmental protection. Teachers pay attention to current issues and issues of interest to students, in particular, they try to discuss the advantages and disadvantages of online learning, learning opportunities in foreign higher education institutions, features of communication on social networks and Internet addictions. Much attention is paid to celebrating holidays, traditions of English-speaking countries. When discussing and solving problems, teachers use video, audio materials, which on the one hand, are a source of motivation, the beginning of the discussion, as well as a source of creating a special atmosphere and more dynamic environment. Teachers use different active methods and the discussion is the predominant one. It is essential to highlight different strategies for discussion organization and management in order to diversify the educational process, make it more effective, exploit speaking activities, make discussion more appealing to students.

“The Gallery” strategy (as the title implies) involves posters pinned on walls or tables (so-called “stations” or “stops”) with tasks on them. Students in small groups perform the tasks presented on the posters, thus discussing a particular issue or topic, and move to another station. The teacher can develop other options for this technique, for example, to suggest that students make posters themselves with their subsequent presentation.

“For or against strategy”. Students are given a statement with which they must agree or disagree. Depending on whether they agree or disagree with this statement, students move to different sides of the classroom, then the actual discussion begins, students take turns to prove or substantiate their views. Usually “For or against strategy” is based on the texts that have been studied in class or on the thought-provoking statements prepared by the teacher.

“Whirligig” strategy is to divide the group into four subgroups. Three of these groups are formed to represent specific points of view. The members of the fourth group are called “provocateurs”, whose task is to complicate the discussion. One person from each group («speaker») sits at a desk opposite the other groups, forming a conditional square in the center of the audience. Each representative is followed by other group members. Four speakers present and discuss issues they have prepared in advance (this preparation is carried out with their groups).

“The Socrates’ Method”: students prepare for a discussion at home, not only by reading a text or several texts, but also by preparing questions for the text. In class, students sit in a circle, the first question is asked by the teacher or a discussion leader. Students continue the discussion using questions prepared in advance, it is not recommended to raise hands to speak. The teacher takes into account the language level of students and can provide them with ready-made questions for discussion or questions are developed together with the group. It is also possible to apply the strategy – “Aquarium”, when two circles are created: the inner circle will participate in the discussion, while an outer circle silently watching can exchange seats with those in the inner circle.

The strategy “Hot Chair” takes place when a student plays the role of the character of a movie, book, TV show or historical character, such as the founder of social work Jane Adams, and the group asks him questions that the student answers while performing the role. To increase the number of participants, it is possible to offer students a discussion of “Hot Chair” in small groups, where one person in the group acts as a “character” and three or four ask questions. Another variation of this type of the strategy: some students form a group of different characters, all the others – ask them questions as guests of a television talk show.

“Speed English” strategy: participants sit down or stand opposite each other in a line, a teacher asks a question for discussion and sets a time of 1-3 minutes, then after 3 minutes there is a change of partners, the line moves

to the left; partners change; then the questions change, but the advantages of such a discussion are that all participants are involved, every time they have a new partner, new views, the opportunity to express themselves to all.

“Quadro” strategy (Мюллер, 2006, с. 29-30) provides the presence of certain statements, abstracts, which it is desirable to print on paper or screen of the presentation, on which participants must express their position: 1) agree, 2) agree, but...; 3) disagree, 4) disagree, but... and raise a card with the appropriate number. In the beginning participants express their opinion on the first statement if they agree, then agree, but... and so on. Of course, it is desirable to prepare statements, quotes, to which the participants of the discussion have different attitudes, so to make the discussion more productive and lively. It is now possible to use online tools instead of raising cards, such as a menti.com.

Teachers of the department of Foreign Philology use the opportunities and resources of the English speaking club to integrate media education in the process of foreign language competence formation. The Concept for the introduction of media education in Ukraine (*Концепція впровадження медіаосвіти в Україні*, 2016) states that media education is aimed at preparing individuals to interact with traditional and new media, taking into account the development of ICT. According to the The European Charter for Media Literacy (*The European Charter for Media Literacy*, 2005), the content of media literacy is determined by the basic skills:

- 1) the ability to use media technology to access, store, search, use media content to meet personal and social needs;
- 2) the ability to make informed choices among a variety of media and media content;
- 3) understanding how and for what purpose media content is created;
- 4) the ability to analyze technologies, sign systems, arrangements used by the media, to analyze media texts;
- 5) the ability to creatively use the media to express and convey thoughts, views, perspectives;
- 6) the ability to identify, critically evaluate media content and media services and avoid unwanted, harmful or aggressive ones;
- 7) the ability to effectively use the media to exercise their democratic rights and responsibilities.

Canadian media educators (Jolls, 2008. с.44-48) propose to carry out a critical analysis of media text using five key concepts of media education, on the basis of which key questions are also formulated:

Key Question № 1: Who created this message? / What am I creating?

Basic concept № 1: All media messages are constructed.

Key Question № 2: What creative techniques are used to get my attention? / Does my media text meet the requirements of media format, creativity and the latest technologies?

Basic concept № 2: Media messages are constructed using creative language with its own rules.

Key Question № 3: How is it possible that different people understand this message differently from me? / Does my media message attract and reach the target audience?

Basic concept № 3: Different people understand the same media messages differently.

Key Question № 4: What lifestyle, values and views are presented or not presented in this message? / Have I clearly defined and formulated values, views in my media content?

Basic concept № 4: Media always contain and represent certain values and views.

Key question № 5: What is the purpose of this message? / Did I clearly articulate, formulate, convey the purpose of my media activities to the audience?

Basic concept № 5: Most media messages are created for profit and/or power.

Topics discussed at the club meetings help to increase the level of media competence of university students, to form media immunity and to develop critical thinking. Therefore, we consider it necessary to provide examples of the English speaking clubs sessions with media education integration. In particular, meetings of the English Speaking Club were held on the following topics:

1. "Treat your password like your toothbrush. Don't let anybody else use it. Computer viruses". Computer security issues, sources and viruses, use of anti-virus programs and security measures were discussed. Participants pointed out that before connecting to the Internet, everyone should think about how to protect yourself and your data in order not to harm your computer. User negligence is a serious a problem that puts even the most secure system at risk. For example, setting too simple password for the e-mail, you make it relatively easy to crack.

2. "The Internet is so big, so powerful and pointless that for some people it is a complete substitute for life". Participants discussed a topical

issue related to Internet addictions and identified tools and methods of struggling with them. They concluded that it is necessary to use the Internet as a means of communication, learning, self-development and self-expression, but it is necessary to acquire media immunity, adapt and control their media behavior, media consumption, monitor the frequency of contacts with social media.

3. “Media: manipulation and propaganda”. The participants discussed the topic of manipulation and propaganda and agreed that the information field that we face every day is multilevel and contains a large amount of information that has different goals and objectives. Therefore, it is very important to understand and analyze what we see and hear in different types of media. During the meeting of the English Speaking Club the main tools of presenting information were discussed: reporting and propaganda. They defined and outlined the goals, mechanisms of work, methods of reporting and propaganda. Participants in the discussion pointed out that awareness of what information is and what manipulation methods are used, they will approach the flow of information carefully, consider what to think about, what to check and what to focus on.

4. “Advertising. Deconstructing a commercial”. Participants discussed the types, functions of advertising messages and persuasion techniques used in the creation of advertisements and advertising campaigns, studied the commercial “Sony: Two Worlds”, which was created on the basis of the short film “Nuit Blanche” directed by A. Manukian. They analyzed and decoded video commercial according to the five concepts of media education and the list of extended questions. The phenomenon of advertising was considered not only as a carrier of marketing information, a means of communication, but also as a phenomenon of modern art culture, which synthesizes the means of expression of other arts: cinema, theater, painting, literature, photography, music and so on. They concluded that the analysis of advertisements and advertising campaigns can be a source of original ideas for creating one’s own advertising, as a way to gain experience and inspiration. The winner is the one who stands out and being exclusive.

5. “Photography: capturing souls, not smiles”. Participants discussed photographs through the prism of media literacy (the ability to analyze and synthesize spatial-temporal reality, the ability to read “media text”) and identified aspects that should be considered when analyzing media texts (photos): angle, lighting, color scheme, cropping, editing. Well-known cases of photo manipulation were considered: inconsistency of titles with images,

cropping, mirroring, photoshop, etc. The students watched a short-animated film "Selfie Cat" (<https://youtu.be/s5yiOSraxVE>) and expressed their attitude to uploading and posting of photos on social networks. They came to the conclusion that critically analyzing and creating photographs is a necessary skill of a modern prosumer. In addition, photography analysis develops visual, critical and creative thinking.

6. "What is critical thinking?" Participants discussed the definition of critical thinking, expressed their views on its application and importance in various spheres of life, read the parable of the elephant and the blind sages (Peace Corps, 2021), discussed issues such as:

1. What occurs in the story when each blind man "sees" the elephant? Why did they have six different ideas about the elephant? Were any of the sages right about the elephant? Were any of them completely wrong?

2. What did the blind men get to know from the Rajah? What does the storyteller want us to learn from this tale?

3. Do problems like this happen in real life? Think of times when debates, disputes or communication failures have occurred because people saw situations from different angles. Describe what happened.

4. How does it feel when another person doesn't "see" something the way you do? How can you treat those differences in perceptions?

5. What if the men in this story were not blind? Would they still have different perceptions about elephants? Why or why not?

6. Does the story give you any ideas about the solutions of these problems? What are some steps you can take to understand why another person doesn't see things the way you do? (Peace Corps, 2021).

Thus, the English-speaking club is not only a platform for improving the speaking skills of university students, but also a tool for developing critical and creative thinking, public speaking skills, independence in decision-making and reasoning about one's position.

Conclusions and prospects for further research. It is necessary to emphasize the role and significance of the extracurricular work of non-linguistic universities for foreign language communicative competence formation and integration of media education. Apparently, in the near future, we can expect the emergence of its new forms and an increasing variety of its content. Also, the need for extracurricular activities is related to the number of hours allocated for learning a foreign language at universities, provides an opportunity to identify abilities, potential of university students to learn a foreign language, as it promotes creative self-realization.

Our research does not cover all aspects of this problem. We see prospects for further studies in the development of new forms of discussion under the conditions of online learning and ICT usage for extracurricular activities.

REFERENCES

- Бігич, О.Б., Бориско Н.Ф., Борецька Г.Е. та ін. (2013). *Методика навчання іноземних мов і культур: теорія і практика: підручник для студ. класичних, педагогічних і лінгвістичних університетів*. К.: Ленвіт (Bigych O.B, Borysko N.F., Boretska H.E. et al. (2013). *Methods of teaching foreign languages and cultures: theory and practice: a textbook for students of classical, pedagogical and linguistic universities*. K.: Lenvit).
- Концепція впровадження медіаосвіти в Україні (нова редакція) (*Concept for the introduction of media education in Ukraine (new edition)*). Retrieved from: https://ms.detector.media/mediaprosvita/mediaosvita/kontseptsiya_vprovadz_hennya_mediaosviti_v_ukraini_nova_redaktsiya/.
- Кухта, І.В. (2008). Іншомовна компетентність у контексті формування комунікативної культури студентів у процесі вивчення іноземної мови. *Вісник Вінницького політехнічного інституту*, 4, 24-32 (Kukhta, I. V. (2008). Foreign language competence in the context of forming the communicative culture of students in the process of a foreign language learning. *Vinnitsia Polytechnic Institute Bulletin*, 4, 24-32).
- Лашук, Н.М. (2019). *Формування медіакомпетентності майбутніх маркетологів у процесі фахової підготовки* (дис. ... канд. пед. наук: 13.00.04). Чернігів (Lashuk, N.M. (2019). *Formation of media competence of future marketers in the process of professional training* (PhD thesis). Chernihiv).
- Мюллер, В., Вигман, С. (2006). *Нетрадиционные методики для образования взрослых*. М.: ЦИНО Общества «Знание» Россия (Mueller, W., Wigman, S. (2006). *Unconventional methods for adult education*. Moscow: TsINO Society "Knowledge" Russia)
- Онкович, Г. (2020). Медіадидактика вищої школи у розвитку професійних компетентностей майбутніх фахівців. *Український інформаційний простір*, 1(5), 179-196. [https://doi.org/10.31866/2616-7948.1\(5\).2020.206121](https://doi.org/10.31866/2616-7948.1(5).2020.206121) (Onkovych, H. (2020). High School Media Didactics in the Development of Future Professionals Professional Competences. *Ukrainian Information Space*, 1(5), 179-196.)
- Онучак, Л.В. (2002). *Педагогічні умови організації самостійної позааудиторної роботи студентів економічних спеціальностей* (автореф. дис. ... канд. пед. наук: 13.00.04). Київ (Onuchak, L.V. (2002). *Pedagogical conditions of the organization of independent extracurricular work of students of economic specialties* (PhD thesis abstract). Kyiv).
- Полякова, Т.Ю. (2021). Современное состояние и перспективы развития внеаудиторной работы по иностранному языку в неязыковых вузах. *Вестник Московского государственного лингвистического университета. Образование и педагогические науки*, 2 (839), 114-123 (Poliakova, T. Y. (2021). The current situation and the prospects of foreign language extracurricular work in non-linguistic universities. *Moscow State Linguistic University Bulletin. Education and pedagogical sciences*, 2 (839), 114-123).
- Чорна, В.М. (2021). Особливості іншомовної комунікативної компетентності в удосконаленні фахової діяльності вчителя іноземної мови. *Імідж сучасного*

- педагога*, 5(200), 81-84. [https://doi.org/10.33272/2522-9729-2021-5\(200\)-81-84](https://doi.org/10.33272/2522-9729-2021-5(200)-81-84). (Chorna, V. (2021). Peculiarities of foreign language communicative competence in improving the professional activity of a foreign language teacher. *Image of the Modern Pedagogue*, 5(200), 81-84).
- Шандрук, С.І., & Аркушина, Ю.В. (2021). Формування іншомовної комунікативної компетентності майбутніх фахівців на немовних факультетах в закладах вищої педагогічної освіти. *Наукові записки. Серія: Педагогічні науки*, 196, 69-75. <https://doi.org/10.36550/2415-7988-2021-1-196-69-75>. (Shandruk, S. I., Arkushina, J. V. (2021). Formation of foreign language communicative competence of future specialists at non-language faculties in institutions of higher pedagogical education. *Academic Commentaries. Series: Pedagogical Sciences*, 196, 69-75.)
- Jolls, T. (2008). *Literacy for the 21st Century: An Overview & Orientation Guide to Media Literacy Education*. Center for Media Literacy.
- Mishchuk, I., & Yushak, V. (2021). Формування іншомовної комунікативної компетентності студентів-філологів у закладах вищої освіти. *Наукові записки Національного університету «Острозька академія»: Серія «Філологія»*, 11(79), 210-212. <https://journals.oa.edu.ua/Philology/article/view/3328> (Mishchuk, I., Yushak, V. (2021). Formation of English communicative competence of higher educational establishments students. *Scientific Notes of Ostroh Academy National University: Philology Series*, 11(79), 210-212).
- Mitchell, J. D. (2015). Co-Curriculum and ESL Student Success: A Case Study in an Intensive English Language Program. *PSU McNair Scholars Online Journal*, 9, 1. Retrieved from: <https://doi.org/10.15760/mcnair.2015.80>.
- Nikitina, E; Zyryanova, S.; Morozova, S. (2021). Formation of Foreign-Language Communicative Competence at the Scientific Language Lessons. *Journal of Educational Psychology - Propositos y Representaciones*, 9 (2). Retrieved from: <http://dx.doi.org/10.20511/pyr2021.v9nSPE2.947>.
- Oxford, R.L. (2003). *Language learning styles and strategies: an overview*. GALA. Retrieved from: https://www.researchgate.net/publication/254446824_Language_learning_styles_and_strategies_An_overview
- Peace Corps (2021, December 12). *“The Blind Men and the Elephant” Lesson*. Retrieved from: <https://www.peacecorps.gov/educators/resources/blind-men-and-elephant/>.
- The European Charter for Media Literacy*. <https://euromedialiteracy.eu/charter.php>.
- Whyte, S. (2019). Revisiting Communicative Competence in the Teaching and Assessment of Language for Specific Purposes. *Language Education & Assessment*, V 2, № 1, 1-19. <https://dx.doi.org/10.29140/lea.v2n1.33>.
- Zakhir, M. (2019) Extracurricular Activities in TEFL Classes: A Self-Centered Approach. *Journal of Education*, 7, 2, 119-137. <https://doi.org/10.25749/sis.17590>.

АНОТАЦІЯ

Лашук Наталія, Ніколаєнко Ольга, Ушата Тетяна. Розмовний клуб як інструмент формування іншомовної комунікативної компетентності й інтеграції медіаосвіти.

У контексті сучасного світу англійська мова є інструментом міжнародного спілкування, засобом вирішення викликів 21 століття у професійному, діловому чи академічному середовищі. Основною метою вивчення іноземної мови є формування

іншомовної комунікативної компетентності. Як засвідчує практика, сьогодні недостатньо просто використовувати традиційні методи навчання іноземної мови, тому викладачам постійно доводиться звертатися до дослідження цієї проблеми, щоб знайти найбільш ефективні методи та прийоми, використання яких приводить до запланованих результатів. Метою дослідження є визначення ефективних методів формування іншомовної комунікативної компетентності з використанням позааудиторної роботи, зокрема дискусійного клубу, огляд стратегій організації дискусії та наведення прикладів інтеграції елементів медіаосвіти в роботу розмовного клубу. Для дослідження використано методи аналізу, узагальнення та систематизації науково-методичної літератури з проблеми формування іншомовної комунікативної компетентності й використання позааудиторної роботи, синтезу, опису видів дискусії, педагогічного спостереження та узагальнення власного досвіду організації і проведення розмовного клубу з інтеграцією медіаосвітніх елементів і технологій. У науково-методичній літературі розроблено комплекс прийомів, методів, стратегій і підходів для формування іншомовної комунікативної компетентності. Технології проблемного навчання, метод кооперативного навчання, метод проєктів, метод рольових ігор, метод розвитку критичного мислення. Позааудиторна робота відіграє значну роль у формуванні комунікативної компетентності. Популярним та ефективним засобом створення умов для спілкування, занурення в іншомовне середовище, удосконалення рівня володіння англійською мовою та організації позааудиторної роботи є так звані дискусійні або розмовні клуби. Викладачі використовують активні методи навчання іноземної мови, серед яких дискусія є одним із основних. Виділено різні типи дискусії: «Галерея», «За чи проти», «Дзига», «Метод Сократа»: «Акваріум», «Розпечене крісло», «Швидка англійська», «Квадро». Підкреслено, що викладачі кафедри іноземної філології використовують можливості та ресурси англомовного розмовного клубу для інтеграції медіаосвіти у процес формування іншомовної компетентності. Презентовано приклади засідань розмовних клубів за медіаосвітньою тематикою з інтеграцією медіаосвітніх стратегій.

Ключові слова: іноземна мова, комунікативна компетентність, позааудиторна робота, розмовний клуб, дискусія, метод, стратегія, медіаосвіта, інтеграція.

УДК 373.3.091.212.014.3-044.247(477)(045)

Олена Муращенко

Запорізький класичний ліцей
Запорізької міської ради Запорізької області
ORCID ID 0000-0002-5887-1752
DOI 10.24139/2312-5993/2022.02/046-056

РЕАЛІЗАЦІЯ ІНТЕГРАЦІЙНОГО ПІДХОДУ НАВЧАННЯ МОЛОДШИХ ШКОЛЯРІВ В ОСВІТНЬОМУ ПРОСТОРІ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

У статті визначено й теоретично обґрунтовано комплекс дидактичних принципів, що забезпечують успішність ідей реалізації інтеграційного підходу навчання молодших школярів в освітньому просторі Нової української школи; розглянуто інтеграцію в освіті як багаторівневий феномен, що представлено міжпредметним, внутрішньопредметним, міжособистісним та внутрішньоособистісним її видами; окреслено шляхи, що модифікують