written – accumulative, modeling, reflective-creative, diagnostic, motivational, semantic, developmental, rating. The criteria according to which the portfolio is classified are indicated.

An essay is a work of reasoning of small volume with a free composition that expresses individual impressions, reasoning on a specific issue, problem and does not claim to be complete and exhaustive interpretation of topics. The essay helps both the teacher and the future specialist to formulate their own thoughts, structure information, establish cause-and-effect relationships, improve speech style.

The purpose of the essay, forms, components that affect the quality of the essay and the stages of essay writing are shown: reflection – planning – writing – checking – correcting.

**Key words**: monitoring research, quality of higher education, methods, focus group method, portfolio, essay.

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# FORMING THE LINGUOSOCIAL AND CULTURAL COMPETENCE OF BACHELOR STUDENTS – PROSPECTIVE TRANSLATORS BY MEANS OF THE COURSE COMPARATIVE LEXICOLOGY AND GRAMMAR OF UKRAINIAN AND ENGLISH: EXPERIENCE OF USING CLIL TECHNOLOGIES

The paper provides a detailed description of teaching the course Comparative Lexicology and Grammar of Ukrainian and English using CLIL technologies. The article outlines the didactic roadmap of the course and the content of its modules, the issues which the discipline addresses using the conceptual and linguistic worldview of the Ukrainians and the British, the interdisciplinary connections, and historical and cultural backgrounds for each of the modules. It has been proved that the comparative analysis is a productive instrument of the analysis of linguistic phenomena and the acquisition of lexis and grammar of English using Ukrainian as $L_1$. CLIL technologies have been observed to stimulate the development of linguosociocultural competence of intending translators.

**Key words**: CLIL-teaching, comparative studies, national lingual world-image, conceptual world-image, nationally marked units, scaffolding, lingual-aesthetic sign of ethnic culture, visualization.

**Introduction**. The communicative and discursive paradigm of the 21st century international communication sets qualitatively new demands towards training of bachelors – intending translators in the Philology field of the major *Germanic Languages and Literature (with translation and interpretation), the first foreign language – English*. The multicultural format of the existence of the European and world community at the modern stage asks for intensifying the theoretical training of the specialist in the field of translation as a highly qualified professional as well as mastering practical skills. Beside knowing a

priori the necessary amount of linguistic units for ensuring the adequate and complete mutual interlingual understanding, the professional has to form strong skills of comparative, cognitive and discourse analysis for:

– singling out language universals and describing lingual/extralingual means of its representation in the target language;

– differentiating historical and cultural factors that show the temporal interval and simultaneously determine the semantics of borrowing groups; ranging the common Slavic (Proto-Slavic) and common Germanic (Proto-Indo-European) lexical strata;

– determining the etymology of the lexeme with further creation of its associative and semantic field, hypo-/hyperonymic links;

– verbalizing the emotive content and pragmatics of ethnoconcepts, ethnocultural stereotypes, linguocultural types and proverbs of the language under investigation;

– differentiating the sources of enriching the vocabulary of the Ukrainian language and the target language in the synchronous and diachronous aspects for the further work with valid language norms;

– correct usage of the entire set of word-building instruments within the framework of the literary target language (dealing primarily with non/productive (archaic) word-building formants and means of word-building).

The 21$^{st}$ century translator (interpreter) has to demonstrate skills of fluent use of elements of typological, distributive, component analysis in unpredictable conditions while performing written (oral) translation as well as interpreting systemic and structural inconsistencies/interference of language units/their iso/allomorphism on the basis of intralingual/inter-lingual connections using glottochronology and culture of the both nations. Using nationally marked units by communicants serves as a nationally-specific characteristic ethnomental code. On the one hand, it enables the professional to ascertain important national constants, on the other hand, it makes decoding more difficult as it depends on the uniqueness of interpreting the objective reality by the both nations. That is why studying the conceptual and lingual national world-image is of utmost importance for the effective decoding system and full-fledged transmission of significant ethnocultural information by the interpreter, thus ensuring clear mutual understanding of the interlocutors.

Linguocultural competence is the cross-cutting integral skill which formation is expected to be performed by the course *Comparative Lexicology and Grammar of Ukrainian and English* as during it the bachelor students – intending translators have to practice skills of critical analysis of lingual

phenomena at the intersection of ethno/psycholinguistics, linguistic communication theory, general linguistics and CLIL methodology.

**Analysis of relevant research**. The current implementation of the communicative and pragmatic paradigm of scientific knowledge has enabled an effective combination of comparative analysis technologies with neurolinguistic studies similarly based on linguocultural studies, neurolinguistics, neurolinguistic programming, concept theory, linguocognitology, and linguopersonology. All of above-mentioned disciplines undoubtedly contribute to the set of techniques used to train the new generation of translators (interpreters) and to give them an ability to orient themselves in basic concepts/lingual phenomena of the given nation, to compare linguocultural types as *national character IDs* of a sort, etc. Olena Burda-Lassen deals with the issue of de/encoding the national identity in her scientific works (Burda-Lassen, 2005); M. Stepanenko (Shramko, Stepanenko, 2017), Yu. Sviatiuk and A. Levytskyi (Levytskyi, Sviatiuk, 2011) highlight the specific features of nationally marked units on different language levels; I. Holubovska (Holubovska, 2004), O. Horodetska (Horodetska, 2003), A. Prykhodko (Prykhodko, 2008), O. Tyshchenko (Tyshchenko, 2019) study the issue of ethnic concepts; T. Sukalenko (Sukalenko, 2018), M. Shutova (Shutova, 2016) ascertain specific features of linguocultural types and stereotypes in the national lingual world-image; V. Kalko (Kalko, 2014), V. Slipetska (Slipetska, 2012) et al. characterize the pragmatic dimension of ethnic nominations.

The introduction of subject integrated learning in the system of higher school education of Ukraine has resulted in systemic shifts both in the student-professor interaction and systemizing of the learning content providing a wide array of means of representing the learning materials and leading to the search for modern forms and methods of internalizing knowledge and skills by the intending specialist in the field of translation and interpreting. Specific features and stages of work with CLIL methodology have become an object of close attention of the world (De Zarobe, Jimenez Catalan, 2009) and Ukrainian (Kulichenko, Polyezhayev, 2020; Polyezhayev, 2020) scholars. Still, the issues of using CLIL technologies in teaching the course of comparative lexicology and grammar and its influence on mastering the linguocultural competence by the Ukrainian higher school students with the aim of increasing their competitiveness in the international job market remains beyond the attention of the modern researchers.

**Aim of the Study**. Considering the above-mentioned reasoning, we regard the aim of the work as elucidating the ways of using CLIL technology in

teaching the course "Comparative Lexicology and Grammar of Ukrainian and English" to bachelor students – intending translators and interpreters at the pedagogical university using the lingual and sociocultural constituent elements. The implementation of this aim calls for the following specific tasks:

– creating the didactic roadmap of the discipline and its content;

– showing the place and role of universals/national constants in forming the linguosociocultural competence of the translator;

– characterizing the ways of using CLIL technology in the linguosociocultural component of the academic discipline.

**Research Methods**. The basis for mastering the learning content of the discipline is the complex usage of the methods and approaches which include analysis, synthesis, comparative analysis of lingual units (within the framework of CLIL technology). Comparative analysis is productive at certain stages where it allowed tracing specific features of the conceptual and lingual world-image. Structural method with techniques of transformational and component analysis enabled creating the associative and semantic field and comparing internal systemic relations between lexemes. The distributive analysis method has provided the grounds for studying the issue of lexical and syntactic compatibility. The method of linguistic description has revealed the prospect for a full-scale inventory count of the most significant concepts of Ukrainian and English.

**Results**. The academic discipline "Comparative Lexicology and Grammar of Ukrainian and English" is an integral course, mastering of which is based on the profound theoretical and practical training of the university student. The discipline is taught in the second year of studies allowing the student to use the previous year for deepening the knowledge of the modern Ukrainian and English languages and improving the communication skills. For instance, in the first year, the course "Ukrainian (for Professional Purposes)" shows the principles of functioning of lingual units and their hierarchy, the ways of adding new words to the Ukrainian in the diachronical dimension, the Ukrainian phraseological fund; the subject also provides skills of morphemic and world-building analysis. The discipline "Practice of Oral and Written Speech (English)" aims at improving the oral and written communication competences of the student in various linguistic environments. The subject "Practical Phonetics of English" provides the student with the knowledge of the phonetic system of the English language, the current pronunciation variations and the reasons for their emergence. The second year of studies connects the course under discussion with the discipline "Practical Grammar of English" which aims at practicing the most significant morphology and syntax rules of English.

Thus, the primary formation of the Ukrainian and English country-study "matrices" is executed by means of adjacent academic disciplines of the previous year of study. It allows making corrections and effectively improving the competences while teaching the subject.

The duration of the course is 210 hours/7 ECTS credits combining the content modules "Concept and World-image", "Language, Ethnos, and Culture", "Lexicology and Lexicography", "Semasiology and Connotation", "Phraseology", "Morphemics and Word-Building", "Morphology" and "Syntax". The primary language of teaching is English; Ukrainian is used in the analysis of the learning content in $L_1$.

The work with the learning content is based on the tightly interconnected *multi-modal input* and different types of *scaffolding* at all the stages of learning.

The Content Module 1 "Concept and World-image" requires mastering of:

– typology of concepts, their differential characteristics and dominant approaches to their interpretations in linguistics;

– the worldview, reasons for its formation, classification of world-images in scientific studies; conceptual world-image in its synchronic and diachronic aspects, the specificity of the lingual (national-lingual) world-image of the Ukrainians and the British; the role of the scientific world-image in the modern society;

– the system of universals in the European research dimension, the implementation of linguistic universals on the basis of the linguistic system and structure of the both languages.

The introduction to the essence of the concept and its differential characteristics is performed on the basis of the *processual scaffolding* based on

– activation of the already internalized knowledge using problem questions (*Does Ukrainian (English) have words with special semantic load (significant for every representative of the given ethnos)? What is behind such words (a specific material object, a ritual (a rite), a ceremony, a specific person)? Do such words have their own positive emotional potential? Should these lexemes be passed from generation to generation? Do these lexemes have any moral educational potential? Will you personally pass these concepts to your children in the future?*). The classroom discussion can be organized as

– an all-class discussion with

– the further division of students into mini-groups which work with questions like *Do you have any lexemes of personal significance which serve as road marks for you? How did you acquire these words (a specific source? Or were*

*they formed on the basis of the previous life experience?). Which lexemes do you consider to be significant in the creative work of the English and Ukrainian writers?* The aim of these questions is to actualize the knowledge of students. The participation of students with different levels of acquired knowledge ensures the effectiveness of their individual learning and mutual help.

The answers to these questions provide the groundworks for using *instructive scaffolding*:

– a graphic organizer (the image of the concept as a multi-layered cake with each layer filled step by step);

– Word Wall where students write down their own and individual authors' concepts forming a concept map on the basis of idiostyles of popular English and Ukrainian writers. One of the ways to work with Word Wall is presenting individual tasks such as: 1) creating an associative semantic field of the most significant concepts (Ukr. *рушник, дім, піч, мати, весілля, лелека, воля, рід (родовід), козак, життя (жито)* / Eng. *home, independence, tea, American dream*) in both languages; 2) presenting individual authors' concepts of the prominent Ukrainian (English) writers;

– a dictionary of definitions (working with definitions of *concept, concept sphere, connotation, denotation, significance, national world-image, mentality, national mentality,* etc. in both languages together with comparing similar and dissimilar features) and a concept dictionary.

Keeping in mind that the content of Module 1 demands theorizing of the previously learned material together with internalizing of a sizable amount of new information and introducing personal experience of students, we deem it effective to use elements of *verbal scaffolding* for facilitating work with the ideas of a concept and concept sphere during the introductory stages of the subject learning. That includes:

– using audio recordings (listening to the Ukrainian anthem, the anthems of the UK and the USA / 5-10 folk songs. Students are required to single out concepts and build their associative semantic fields);

– analyzing an authentic text (reading 3-5 folk tales (or 7-10 proverbs) in both languages, singling out the base concepts from the context, describing them using adjectives, characterizing the emotional load).

The work with world-image classification is based on the concept of archetype. That is why it calls for involving additional data from the literature (oral folk tales) and culture (rites and beliefs).

The introduction of *multi-modal input* contributes to facilitating learning and decreasing the intensity of processing learning materials. For instance, the

student can present the associative semantic field of the concept as a pie chart. The concept can be characterized on the basis of key adjectives or verbs using a usage frequency chart (on the basis of a student-produced questionnaire and a mini-poll).

Studying lingual universals on the synchronic and diachronic levels can activate the notions of grammar category, grammar form and grammatical meaning from the course of the Ukrainian Literary Language by means of the comparative analysis involving the English language. Students are required to compare the ways of expressing the grammar categories of time, mode, person, gender, case, etc. The accuracy of information acquisition is of utmost importance for understanding the universal principles of lingual unit functioning. *Verbal scaffolding* shows great potential there. The teacher uses the following techniques:

– paraphrasing the new learning material facilitating the perception of general theoretical knowledge by means of $L_2$;

– specifying the student's answers during the discussion allowing the participants to formulate a definition or build a grammar tense formula (e.g., comparing the English Perfect Tense with the Old Ukrainian Perfect represented in the Ukrainian literary discourse; analyzing grammar categories of person in authentic texts from both languages together with locating the forms of dual numbers in the oral folk literature);

– ensuring that the students understand the links between language units by improving the overall accuracy of their answers.

It is worth mentioning that such activities can be effectively combined with *instructive scaffolding:*

– using visuals (charts, tables of grammar forms, samples from the literary works);

– categorizing the data by the instructor saves time and contributes to the specification of language unit hierarchy in the system. One also can use *multi-modal input* (diagrams, charts and graphs produced by students) for visualizing the content.

Thus, Content Module 1 is oriented at getting the students acquainted with specific features of the conceptual and national lingual world-image of the Ukrainians and the British, locating and interpreting the key lexemes of the linguistic fund on the basis of literary samples from different time periods, showing the idiostyle of prominent writers, improving the understanding of the local lore.

Content Module 2 "Language, Ethnos, and Culture" contributes to the development of sociocultural competence. It includes the following aspects:

– reflecting the ethnic "spirit" (character);

– lingual-aesthetic signs of the ethnic culture, the conditions of their formation;

– ethnonyms, their types;

– ethnic stereotypes and linguocultural types against their historical and cultural background;

– nationally marked lexemes (color names) in the lexical system;

– conversational etiquette of the Ukrainians and the British.

One of prerequisites for successful completion of this content module is in-depth work with authentic texts. For this end, student "home assignment" serves as *instructive scaffolding*, which includes the work with

– the linguistic encyclopedia (studying the definitions of *ethnonym*, *ethnic stereotype*, *lingual-aesthetic sign of ethnic culture*, *linguistic formula*, *linguocultural type*, *communicative ID*, *etiquette* in both languages) and the ethnocultural dictionary (the descriptions of the semantic load of lingual-aesthetic signs of the Ukrainians and the British) (Ukr. *узвар, материнка, Жилавий тиждень, тройзілля, дівич-вечір, купіль, левада, Оранта, тризуб, Савур-могила* / Eng. *Beltane, a fete, St. Dunstan's Day, crumpet, Tudor Rose, the English Oak, double-decker bus, the Barbary Lion, deerstalker, Windsor uniform*) in combination with

– Word Wall for creating an interactive comparative chart of lingual-aesthetic signs, choice of determinatives (adjectives, adverbs) for their characteristics.

An important technique of language acquisition is *processual scaffolding* which creates a bridge between the data from Content Module 1 and new information. The most productive ways are:

– a general discussion of problem questions *Do you agree that language is an ethnic genetic code? Does the language embody the ethnic spirit? (on the basis of the works by F. Saussure, O. Potebnia, F. Boas). Which examples can be provided to prove that point? Is it necessary to pass the experience of the previous intercultural communication (the mechanism of ethnic stereotype) as a warning to the next generations? Describe the positive and negative effects of this chain reaction. What are the sources of ethnic stereotype formation in the national worldview? Do the ethnic stereotypes influence our everyday life and the perception of other ethnic groups? Which linguocultural types function in the Ukrainian and British worldviews? What are their common and differential features?;*

– *jigsaw* technique with *think-pair-share* technology for classroom work with authentic samples of literary texts and discussion of an ID of the depicted linguocultural types;

– project work in mini-groups which involves creating a database of linguocultural types (Ukr. *козак, пан, селянин, священник, чиновник, москаль-солдат* / Eng. *hero, knight, gentry, vicar (pastor), chav, peerage*) and ethnic stereotypes.

The combination of *scaffolding* with *multi-modal input* is highly productive at the final stage: presenting linguocultural types in the form of comparative charts, diagrams, IDs, visualizations of their formation history in both world-images in the form of a genealogical tree.

The mechanism of studying ethnonyms and their classifications is similar considering the need for the preliminary analysis of a massive database including ethnic nominations (both appelatives and onyms) against their historical background: sayings, folktales (Ukr. «*Казка про чоловіка та Данила-бурмила*», «*Пан Коцький*», «*Лисиця з лисенятами та ледачий чоловік Нехайло*», «*Про Марка Багатого і Василя Безрідного*», «*Козак Мамарига*», «*Іван Богданець*», «*Іван Торбина*», «*Зноско*» / Eng. «*The Blue Mountains*», «*Jack and the Beanstalk*», «*Virgilius the Sorcerer*», «*The King of the Golden River*», «*The Wise Princess*», «*The Wonderful Toymaker*», «*Goldilocks and the Three Bears*», «*The Heart of Princess Joan*»), ballads (Ukr. «*Бондарівна*», «*Ой був в Січі старий козак (Пісня про Саву Чалого і Гната Голого)*», «*Козака несуть і коня ведуть*» / Eng. «*Sir Patrick Spens*», «*Mary Hamilton*», «*The Bonny Earl of Murray*», «*Bonny Barbara Allen*», «*The Wife Usher's Well*»), historical epic poems / legends (Ukr. «*Дума про Марусю Богуславку*», «*Козак Голота*», «*Втеча трьох братів із города Азова, з турецької неволі*», «*Іван Богун*», «*Змієві вали*», «*Легенда про Ведмідь-гору*» / Eng. «*The Loch Ness Monster*», «*Robin Hood and his Merry Men*», «*The Beast of Bodmin Moor*», «*Dick Whittington and his Cat*», «*King Arthur and the Knights of the Round Table*»), chronicles (Ukr. «*Літопис Самовидця*», «*Літопис Самійла Величка*», «*Літопис гадяцького полковника Григорія Граб'янки*», «*Історія Русів*» / Eng. «*The Anglo-Saxon Chronicle*», «*Ecclesiastical History of the English People*» by Venerable Bede), etc. An extension for the tasks listed above could be an individual/group presentation.

Formulae of communicative etiquette play the dominant role in the formation of linguosociocultural competence facilitating the dialogue in the modern multicultural environment. Students are required to get acquainted with the samples of language formulae (ceremonies) in their historical

perspective, to trace the dynamics of their usage and to classify typical communicative tasks requiring those formulae. The study can involve such functions as greeting, parting ways, requests, congratulations on an important life event, expressing regrets, doubt, arguments for the personal point of view, etc. in the Ukrainian and English cultures. That is why each stage calls for comparative analysis with detailed comments and search for historical parallels. It requires using:

a) *processual scaffolding* (actualization of the already acquired knowledge and communicative experiences of students as bearers of the Ukrainian culture; role games with various communicative tasks);

b) *verbal scaffolding* (paraphrasing for creating variations of the structure; working with audio recordings (conversations with bearers of traditions from specific locations); involving metalinguistic information (complex study of ceremonies (rites) reflected in folklore and other art forms which have an integral element – communicative etiquette));

c) *scaffolding* combined *with multi-modal input* (presentations and graphic organizers).

Thus, Content Module 2 is based on Content Module 1 and further contributes to the linguosociocultural competence of students.

Content Module 3 "Lexicology and Lexicography" combines Topic 3 "Comparative Lexicology" and Topic 4 "Vocabulary". Both topics create the theoretical background of the course outlining the system and structure of the lexical level of the language, show the word with its links to language and speech.

Topic 3 focuses on types of internal systemic language links and the word in the semiotic dimension.

The theoretical nature of this module has influenced the choice of means of education. The preliminary work is done by means of *instructive scaffolding*:

– dictionary work (English-English and Ukrainian-Ukrainian dictionaries/a linguistic encyclopedia for interpreting the ideas of *semiotics*, *syntagmatics*, *paradigmatics*, *hierarchy*);

– graphic organizer for presenting the interdisciplinary nature of semiotics, the links of lexicology with other branches of linguistics and systemizing the methods of lexicology studies;

– ranging the syntagmatic, paradigmatic and hierarchical links between words, classifying signs;

– work with visual means (graphic models: Ogden/Richards semantic triangle, Frege's logical triangle and their constituents).

Classroom work with this topic is done by means of *processual scaffolding*:

– activation of previously acquired knowledge (samples of signs of different types in everyday life, from literary discourse (*Socrates*, *Sherlock Holmes*, etc.);

– doing routine tasks in ranging the signs offered by the teacher according to various classifications;

– *jigsaw* technique for processing the triangle components, etc.

Topic 4 "Vocabulary" is aimed at

– etymological characterizing of vocabulary from both languages;

– periodization, sources of borrowings in their historical and cultural contexts;

– typology of dictionaries.

Studying for the topic calls for using means of *processual* and *instructive scaffolding*. *Instructive scaffolding* in the context of the topic includes:

– graphic organizers for creating a comparative chronological chart of lexical borrowings;

– ranging according to categories for visualizing 1) the common source case (Old Indo-European lexis, Old Scandinavian words, Sanskrit, Old Greek, Latin, French, Italian, German, etc.); 2) detailed contributions of donor languages for both linguistic systems (for Ukrainian: Old Slavonic, Turkic languages, Polish, German, etc. / for English: Spanish, Dutch, Portuguese, Hindi, Norwegian, Hebrew, etc.).

*Processual scaffolding* contributes to classroom work in:

– activation of already acquired knowledge (history of Ukraine and the United Kingdom);

– *dictogloss* for group work with texts, ranging vocabulary dictations, etc.

*Multi-modal input* (individual/group presentations with detailed analysis of a separate donor language), creating chronological graphs and diagrams to demonstrate common lexical groups also prove to be productive at all stages of work.

Thus, Content Module 3 empowers the sociocultural content of the course providing students with knowledge of etymology in its diachronic aspect.

Content Module 4 "Semasiology and Connotation" is comprised of Topic 5 "Semasiology", Topic 6 "Semantic Shifts in English and Ukrainian" and Topic 7 "Semantic Word Classes in Ukrainian and English".

Topic 5 includes the following points:

– the seme as a minimal unit of the word's internal structure;

– the semantic structure of the word;

– the concept of meaning and its types; reasons for word meaning shifts;

– the theory of semantic fields;

– lexical semantic groups and the hypo-/hyperonymic connections between words.

Successful acquisition of the topic is beneficial for the further studies of the course providing additional competence in phraseology and grammar.

Topic 6 sheds light on:

– semantic changes (generalization, specification, etc.) in both languages;

– transfer of the figurative meaning;

– functional cognitive approach to the metaphor in linguistics.

Topic 7 deals with

– synonymy, antonymy, homonymy, and paronymy in their synchronic and diachronic aspects;

– the expressive lexical segment of both languages (axiological, connotative, aesthetic constituents of the figurative word meaning);

– literary tropes.

It should be noted that the content of this module has a pronounced practical meaning as it aims at improving students' skills in working with lexical-semantic word classes both within a specific conceptual world-image and in the comparative dimension. The study of this module requires using the entire spectrum of *scaffolding* techniques and *multi-modal input*. The preliminary work is done by means of *instructive scaffolding*:

– Word Wall for metaphors of different types and representing the ways of combining semes;

– a graphic organizer (representation of the field structure of the notions of *seme*, *semantic field*, *associative semantic field*, *metaphor*; chain (radial) connections (polysemy), a step-by-step principle of visualization of hierarchical (hypo-/hyperonymic) connections between lexemes). We should specify that the correct outline of the field structure of the semantic field is of utmost importance for understanding the organization of the functional-semantic field in linguistics during the further studies (Content Module "Morphology"). The nature of hypo-/hyperonymic connections is crucial for studying the hierarchy of determinative words (verbs, adjectives, adverbatives) as predicates of state (Content Module "Syntax");

– categorizing the learning material (while performing comparative analysis of lexical-semantic word groups);

– working with a linguistic encyclopedia for creating a glossary of terms.

Classroom work is done using *processual scaffolding* as follows:

– performing individual tasks/group project tasks in a certain lexical-semantic group or a theoretical aspect (for instance, "Theory of Semantic (Functional-Semantic/Associative Semantic) Field in Linguistics", "Polysemy in English: Diachronic Aspect", "Cognitive approach in Interpreting the Metaphor in the British (Ukrainian) Linguistics", "Axiology from the Comparative Perspective", etc.);

– *jigsaw* as a game element in studying hypo-/hyperonymic connections;

– *dictogloss* for working with texts (specifically, poetry) containing *synonyms*, *homonyms*, *paronyms/synecdoche*, *litotes*, *hyperbole*, *oxymoron*, *simile*, *paraphrase* in both languages;

– the *think-pair-share* principle for dealing with components of the word's figurative meaning.

Using the instruments of *verbal scaffolding* is performed through

– metalinguistic information (diagrams, graphs);

– audio recordings (collections of authentic works of fiction, speeches, songs, etc.);

– collections of language exercises in the word's graphic organization (*homonymy*, *translator's false friends*, etc.).

Thus, Content Module 4 has a practical potential aimed at raising the level of linguosociocultural competence of the student.

The aim of Content Module 5 "Phraseology" is the comparative presentation of the paremy fund based on the conceptual and lingual world-image of the Ukrainians and the British. The module includes the following aspects:

– the reflection of the historical experience and folk beliefs in paremies;

– sources of paremies in English and Ukrainian;

– lingual formulae of folk beliefs, superstitions;

– the role of phraseologisms as nationally-marked units in the lingual world-image;

– lacunar lexis and its potential.

The module contributes to the linguosociocultural competence of students by reflecting on specific linguistic units as representations of the historical experience – the results of observations of natural phenomena (*folk predictions* and *riddles*) together with folk beliefs (*incantations*, *curses*), moral maxims, superstitions, archetypes, cultural and aesthetic ceremonies (*rituals*), formulaic markers of interpreting the objective reality (*similes* and *metaphors*),

specific sayings as embodiments of the folk historical memory (*phraseologisms*, *lacunas*), etc.

Possessing a well-developed cultural and aesthetic background and a definitive axiological aspect in these language units helps interpreting important elements of the conceptual and lingual world-image in both languages and contributes to developing various competences of bachelor students majoring in translation studies.

Classroom work in Module 5 involves the following instruments of *instructive scaffolding*:

– working with a linguistic encyclopedia (*paremy*, *lacuna*, *linguistic and aesthetic signs* of ethnic culture, *phraseologism*) and a phraseological dictionary (*phraseological fusions*, *phraseological unities* and *phraseological combinations*, *sayings*);

– Word Wall for classifying phraseological units and language games with sayings;

– using visuals for language games with phraseological quizzes.

During the classroom work with this content module the lecturer relies on *verbal scaffolding*:

– paraphrasing (for lacunas and paremies);

– using lexemes with similar/opposite meanings while choosing phrasal synonyms and antonyms;

– involving metalinguistic information;

– audio recordings (folk songs with phraseologisms or lacunas);

– language exercises for word forms (phraseological units with archaisms or exotisms).

*Processual scaffolding* is highly productive for processing big volumes of text information:

– pair work can be combined with *think-pair-share* technique in order to range phraseological units (Ukr. *глек розбити, піймати облизня, козацьке сонце, стерти на табаку, ханьки м'яти, загнати в шуршу, велике цабе, наздогад буряків, хоч собак ганяй, не до шмиги* / Eng. *under the rose, white elephant, at sixes and sevens, red tape, blind alley, safe and sound, bosom friends, to bear a grudge, ups and downs*) and sayings (Ukr. *баба Палажка і баба Параска* (Ivan Nechui-Levytskyi), *пропаща сила* (Panas Myrnyi) / Eng. *If you are going through hell, keep going* (Winston Churchill), *No one can make you feel inferior without your consent* (Eleanor Roosevelt));

– *dictogloss* technique for explaining the expressions in their context.

Using *multi-modal input* can also be used in individual and group project work.

Content Module 6 "Morphemics and Word Building" deals with the following issues:

– morpheme classifications in both languages;

– the role of word building as a productive way of enriching the lexical fund;

– active ways of word building in both languages in their comparative and historical aspects.

In general, this module has a theoretical nature as it aims to provide data on main parts of speech and their variations in both languages, to show historical changes in the word roots involving phonetic processes. The part about word building contains concise information on the most productive ways of creating new words in Ukrainian and English. The preliminary work is going to be coordinated using techniques of *instructive* and *processual scaffolding*:

– group work with a morphemic dictionary (determining the morpheme variations (Ukr. *з/зі/із/зо/ззі/із-за/с*, *бр/бер/бир/бор/бір* / Eng. *in/im/il/ir*, *sing/sang/sung*, *louse/lice*, *mouse/mice*) and a pronunciation dictionary (to characterize phonetic processes in the variations);

– using visuals (together with *multi-modal input*) to show examples of lexemes with variable morphemes;

– categorizing (ranging according to morpheme types).

The most productive means of *verbal scaffolding* in this module are:

– language exercises for practicing spelling (graphic forms of the words);

– audio recordings for practicing listening (detecting morphemes in the words).

The content module provides the theoretical groundworks for language structure and allows tracing phonetic changes in morphemes from the historical perspective.

Content Modules "Morphology" and "Syntax" provide the students with knowledge of grammar of Ukrainian and English in the comparative and historical perspectives. They present the specific features of different world-images on the syntactic levels. The content includes the notions of *grammar category*, *grammar form*, *grammar meaning*, *syntaxeme*, *function*, *sentence*, etc. *Vocative* is analyzed as a unique Ukrainian form of communicative etiquette; *Gerund* and Participle I/II are interpreted as specific functional communicative units. Different forms of *scaffolding* are used for internalizing theoretical information. *Instructive scaffolding* is represented by working with

definitions, using Word Wall for describing the field principle of the functional and semantic fields of the aspect, the voice, etc. Using prompts, specifying the students' answers, *think-aloud* technique for describing functions are possible examples of using *verbal scaffolding*.

*Multi-modal input* has a supportive role (patterns of simple and complex sentences, diagrams for syntaxemes, etc.).

We should note that this Content Module has a general theoretical nature adding comparative studies to the linguosociocultural competence of students and providing data on the specific features of the utterance organization in Ukrainian and English.

**Conclusions**. Using CLIL-technologies in teaching the course *Comparative Lexicology and Grammar of Ukrainian and English* is a powerful instrument opening the way for developing the linguosociocultural competence of bachelor students – intending translators. It provides students with in-depth skills of comparative analysis introducing the cultural and historical background to the studies. The prospects of the further scientific studies can be found in the thorough research of the potential of using CLIL technologies for teaching other linguistic courses.

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## РЕЗЮМЕ

**Рахно Михаил, Шрамко Руслана.** Формирование лингвосоциокультурной компетентности бакалавров – будущих переводчиков посредством курса «Сравнительная лексикология и грамматика украинского и английского языков»: опыт применения CLIL-технологии.

*В исследовании детально проанализированы особенности обучения дисциплине «Сравнительная лексикология и грамматика украинского и английского*

языков» с помощью CLIL-технологии. Описаны дидактическая карта курса и нагрузка смысловых модулей, уточнен круг вопросов по каждому из них на базе концептуальной и языковой картины мира украинцев и англичан, приобщена связь со смежными курсами, охарактеризован историко-культурный фон каждого модуля. Доказано, что компаративный анализ является эффективным инструментом для анализа лингвальных феноменов, следовательно, для успешной работы с лексической и грамматической организацией английского языка на основе украинского как $L_1$. Сделано выводы, что работа с CLIL-технологией во время изучения курса стимулирует формирование лингвосоциокультурной компетентности будущих переводчиков.

**Ключевые слова**: CLIL-технология, компаративный анализ, национальная языковая картина мира, концептуальная картина мира, национально-маркированные единицы, скаффолдинг, языково-эстетический знак этнокультуры, визуализация.

## АНОТАЦІЯ

**Рахно Михайло, Шрамко Руслана.** Формування лінгвосоціокультурної компетентності бакалаврів – майбутніх перекладачів засобами курсу «Порівняльна лексикологія і граматика української та англійської мов»: досвід застосування CLIL-технології.

У дослідженні схарактеризовано специфіку навчання курсу «Порівняльна лексикологія і граматика української та англійської мов» бакалаврами – майбутніми перекладачами галузі знань «Філологія» в межах CLIL-технології. Потужним інструментом успішного опанування обсягу змістових модулів курсу є компаративний аналіз, що дає змогу сфокусувати увагу на історичних паралелях та загальному соціокультурному тлі для розгляду мовних явищ, описати й ранжувати лексеми з етимологічної точки зору, відштовхуючись від міжмовних зв'язків. Уточнено, що на окремих етапах роботи важливо послуговуватися елементами когнітивно-дискурсивного аналізу, це, зокрема, стосується питання концептуальної й мовної картини світу обох мов, паспортизації та опису найзначущих концептів у кожній із них, складання характеристики лінгвокультурних типажів і переліку національних стереотипів, класифікації метафор тощо. Ядром застосування технології CLIL під час роботи з бакалаврами є скафолдинг у його нерозривному поєднанні з multi-modal input. Загалом досліджено, що найпродуктивніше застосовано засоби інструктивного скафолдингу, оскільки використання словників (лінгвістичних енциклопедій) із доповненням Word Wall (складання інтерактивного паспорта поняття, його опису, графічного органайзера (графіків чи схем) і ранжування за категоріями сприяє кращому усвідомленню взаємозв'язку між мовними явищами. З-поміж засобів процесуального скафолдингу найактивніше застосовано техніки jigsaw/dictogloss для роботи з конкретними текстовими масивами аудиторно в поєднанні з технологією think-pair-share (активування наявних знань, умінь і навичок) для роботи в парі чи мінігрупі, виконання індивідуальних творчих завдань (на основі персоналізації знань), а також дискусія та ігрова діяльність. Вербальний скафолдинг ужито аудиторно для оптимізації часу, відведеного на виконання завдань (перефразування, підказки, удосконалення відповідей студентів для конкретизації дефініцій). Цінним допоміжним матеріалом слугує аудіальний ряд (записи народних пісень, сучасні мотиви) для відпрацювання навичок аналізу лексем за різними параметрами. Елементи multi-modal input уживано на кожному етапі роботи зі змістовими модулями. Комплексна робота з такими засобами впотужнює лінгвосоціокультурну компетентність здобувачів

освіти. Результати дослідження стануть у нагоді під час поглибленого вивчення потенціалу технології CLIL для інших курсів.

*Ключові слова*: CLIL-технологія, компаративний аналіз, національна мовна картина світу, концептуальна картина світу, національно-марковані одиниці, скафолдинг, мовно-естетичний знак етнокультури, візуалізація.

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# ОСОБЛИВОСТІ РОЗВИТКУ ІННОВАЦІЙНОЇ ДІЯЛЬНОСТІ В ГАЛУЗІ ВИЩОЇ ОСВІТИ В СУЧАСНИХ УМОВАХ

У статті досліджено процеси модернізації освіти в Україні. Метою статті є визначення особливостей розвитку інноваційної діяльності в галузі вищої освіти в сучасних умовах. Схарактеризовано напрями модернізації вищої освіти, які мають розгортатися в напрямі підвищення її конкурентності в європейському просторі. Розкрито роль держави в процесі управління освітою та громадський контроль у галузі вищої освіти. Досліджено сучасний стан розвитку закладів вищої осіти в Україні з використанням інноваційних технологій.

*Ключові слова*: інновація, модернізація, напрями модернізації, аспект стратегії освіти, громадський контроль, інноваційні технології, система інновацій, активні методи навчання.

**Постановка проблеми.** Процеси модернізації освіти в Україні та світі, починаючи з середини минулого століття, набули перманентного характеру. Головна мета модернізації передбачає не входження країни в групу лідерів, не перемогу в жорсткій конкурентній боротьбі на ринку освітніх послуг і навіть не значне підвищення і збереження власної якості, а формування суспільства з високим інтелектом, створення нової парадигми навчання на науково-методологічних засадах. Головною потребою сьогодення є модернізація освіти, провідним вектором якої має стати підготовка до інноваційної діяльності та впровадження інноваційних технологій.

**Аналіз актуальних досліджень.** Характирезуються перетвореннями в системі вищої освіти, які пов'язані з підвищенням якості освіти на ринку освітніх послуг, комп'ютеризацією навчання, упровадженням нових методів і форм організації навчальної діяльності в закладах вищої освіти.

**Мета статті.** Визначити особливості розвитку інноваційної діяльності в галузі вищої освіти в сучасних умовах.

**Методи дослідження.** Загальнонаукові методи аналізу, порівняння та узагальнення дозволили схарактеризувати ступінь наукового розроблення обраної проблеми; за допомогою синхронного аналізу