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**Polyezhayev Yuriy. CLIL Methodology in the Context of Cultural Literacy Formation**

*The abstract is devoted to the issue of cultural literacy formation within the framework of CLIL methodology implementation in New Ukrainian School.*

**Key words:** cultural literacy, CLIL methodology, culture, New Ukrainian School, communicative approach.

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УДК 373.5.016:811.111]:376-056.264

**SPECIFICITY OF TEACHING ENGLISH WRITING TO THE HIGH SCHOOL STUDENTS WITH DYSLEXIA AT SECONDARY EDUCATION INSTITUTIONS IN UKRAINE**

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*The authors outlines the specific features of teaching English writing to the Ukrainian high school students. In this paper, they describe main issues and challenges and offer various tasks aimed at developing cohesive writing skills.*

**Key words:** productive skills, motivation, dyslexia, spelling, psychoemotional state.

Writing is one of the most essential language skills and can serve as an indicator of language learning efficiency. As a productive skill, writing shows the level of understanding information, accuracy of spelling and punctuation, flexible usage of stylistic devices in the text in general. Speaking, as well as its codified variant – writing – is the outcome of intensive cognitive processes within the human’s brain obtaining, filtering, memorizing, and, most



importantly, processing the data creatively to use it in the undefined and changeable environment. Another, no less significant, indicator is producing new information according to the unique intellectual activities, age, gender, psychoemotional state of the speaker. That is why fluent usage of this productive skill by a student is firmly based on listening and reading as reproductive skills which make the speaker acquainted with the lingual-conceptual sphere of a language, its linguistic universalia, its stock of stable expressions as a language matrix. Thus, cultural literacy [1] comes into play here as a universal axiological axis and a basic pedagogical category in teaching languages.

Developing productive language skills of students of the Ukrainian high school is a real challenge for the modern foreign language teaching methodology as at each stage this process involves reproductive skills which had to be acquired in the middle school. So, improving speaking (ability to communicate on a certain topic, to give a speech, to participate in a discussion, to provide arguments and counter-arguments) and writing (designing an individual critical essay, a written report, a scientific article on the basis of the previously analyzed material, a research project as a result of team / individual work) skills of students is definitely related to profound brain activity of processing the study material, its interiorization, creative re-evaluation according to criteria of usability and future potential. That is why students with dyslexia need a special methodological approach to teaching foreign languages which allows to set and improve receptive skills enabling further formation of productive ones with the assistance of the teacher.

We should stress the importance of stimulation both in work with receptive skills and in creating a positive emotional connection of the student with a foreign language when the interest and positive expectations motivate the individual work of the student improving their personal achievements.

Disorders in the cognitive processes of the student which arise as a consequence of dyslexia affect their ability to process the obtained information hampering the development of reading and listening skills at the first stage. A no less serious challenge for the teacher is forming and improving speaking and writing skills of the student opening the way to free expression of their own ideas. Scholars point out the fact that operative memory serves as the basis for writing skills [4] (and consequently for the ability of the student to work with separate spelling and punctuation cases, principles of de/fragmentation of the text, phrasal and stylistic devices, etc.). For students with dyslexia, writing fluency may be affected. That is why the practical approach [4; 7] is critically important as it allows the student to work on complex issues of writing together with the teacher "automating" spelling skills and making the student more decisive.

Developing the individualized test set for improving spelling skills involves creating the following tasks: a) spelling a minimal pair of words together with working on the meaning (*disease – decease; check – cheque; muscle – mussel*, etc.); b) writing and differentiating homonyms (in particular,



homophones) including them into word combinations (f. i., *knew – new; time – thyme, hill – heel*); c) choosing lexemes with certain letter combinations to train their pronunciation and spelling (-*ch-* as /tʃ/, /kv/, /k/, /ʃ/; -*ough(t)-* as /ʌf/, /ɔʊ/, /ɔt/; *wh-* as /v/ or /h/; pronouncing separate combinations such as -*th-*, -*kn-*, -*au-*, -*rh-*, -*sc-*, -*oire*, -*gh-*, etc.); d) inserting a missing letter in word combinations containing homophones (e.g., *Please, me...t Mr. Black!*; *to ste...l a purse; to eat me...t*), etc. Such tasks develop the skills of noticing and differentiating phonemes in different words [6], and subsequently a “surer” spelling which enables the student to avoid mistakes in English spelling. According to some researchers, it can also affect the student’s handwriting skills in general [4].

Transcribing is also important as working on spelling and memorizing (according to MFP principle) involves dealing with the sounds of the English language. In this case, game forms can be useful (cards with sounds and pictures, solving puzzles with a picture to train a certain sound, teamwork on a crossword puzzle which has selected words with the same sound in different cases of its spelling, etc.).

ICT [5] and artificial intelligence can be a powerful instrument for training writing skills of students with dyslexia [2]. Using online simulators for training spelling, online crossword puzzles, various visual flash cards to train pronunciation and graphic representations of phonemes provide an ample possibility for students to have multiple attempts of working on the range of English spelling cases improving the motivation for self-improvement of the student.

Using ICT means to work on English punctuation facilitates the process of interiorizing the learning material for the students with dyslexia: learning cards with variations of punctuation marks and commentaries, correcting punctuation mistakes in sentences allow students to master English punctuation more easily.

Using interactive (in particular, game) technologies can be useful for understanding the structure and cohesiveness of the text. It involves tasks on dividing a text into paragraphs, restoring the correct sequence of paragraphs, replacing a paragraph with another one from a list of options using an online simulator can highlight the internal logic and structure of the text allowing the student to create their own message according to the offered models and present it to the teacher with subsequent joint correction of mistakes and improving writing skills (which is, undoubtedly, going to develop their speaking skills as well).

Mental mapping is another active means for visualizing the learning content [3] which strengthens the associative links between the things heard / read / seen and internalized.

Thus, forming and improving the writing skills of students with dyslexia in high schools of Ukraine is a multidimensional complex process calling for an active work on building receptive skills and using a range of methodological techniques involving modern digital technology.



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**Rakhno Mykhailo, Shramko Ruslana. Специфіка навчання письма англійською мовою учнів із дислексією у старших класах ЗЗСО України**

*У тезах окреслено специфіку навчання письма англійською мовою здобувачів освіти старших класів ЗЗСО України: описано основні проблеми й виклики, запропоновано види вправ на відшліфовування навичок написання зв'язного тексту.*

**Ключові слова:** продуктивні навички, мотивація, дислексія, написання, психоемоційний стан.

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