ПРОГРАМИ

"METHODOLOGY OF TEACHING AND LEARNING FOREIGN LANGUAGES IN HIGHER EDUCATIONAL ESTABLISHMENTS"

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Abstract. The syllabus is designed according to the requirements of the educational and scientific curriculum "English Language and Literature (language of instruction – English)" of preparing international students of the second (master) educational level for two years (120 ECTS) for the specialty № 035 "Philology" and for the specialization № 035.041 "Germanic languages and literatures (translation included), first language – English" within field of knowledge № 03"Humanities"(Order of the Ministry of Education and Science of Ukraine of 20 June 2019, № 871).This educational and scientific syllabus includes theoretical and practical courses in the most recent branches of linguistics and literary studies, psychological and pedagogical disciplines, including methods of teaching English, with the focus on the issues of multiculturalism and intercultural dialogue. It offers students to choose among two selective blocks of academic disciplines: 1) "English in Multicultural Learning Environments" and 2) "Modern Literature of English-Speaking Countries" and compulsory teaching practice in higher school. It also provides students with the opportunity to acquire the professional qualification "Higher School Teacher (English language and literature)".

Key words: theories of languages, theories of teaching, theories of learning, acquisition theories, curriculum theories, material development theories, assessment theories, basic categories of methods of teaching foreign languages at universities, educational documents, course books, types of curricula, intercultural methodical competence, socio-cultural competence, intercultural communicative competence, knowledge and skills, study skills, professional competences, experiential activities, reflection on activities as learners and as future teachers, reflective practice, theoretical input, teaching experience, teaching practice, lesson observation, micro-teaching, actual teaching, project work on professional issues, methodology, overall criteria, language development course, activity-based methodology, learner-centered methodology, problem-solving and learning-by-doing activities, learner–centered methodology, use of trainees' life experience, the principle of modeling, listening skills, reading skills, speaking skills, writing skills, structures, phonology, vocabulary, principles of assessment, the aims of the assessment, formative assessment, summative assessment, innovative approaches to modern understanding of provision (resources) for education and teaching, research publications, jigsaw method as an intensive exchange of resources, student teacher's learning achievements portfolio, schemes of analysis and evaluation of texts, visuals, exercises and tasks, finding levels of communicative orientation, multimodality and reflexivity of exercises and tasks, reflective diaries, modification of lessons from textbook thematic cycles, adaptation of authentic texts and visuals to the teaching aims, principles of teaching materials development, development of multimodal visuals, designing teacher's notes for sessions, designing psychologically safe and comfortable learning environment, creation of the course portfolio.

Биркун Л. В., Пономарьова В. А. Київський національний університет імені Тараса Шевченка Програма навчальної дисципліни "Методика викладання та вивчення іноземних мов у закладах вищої освіти"

Анотація. Програму розроблено відповідно до вимог освітньої та наукової програми "Англійська мова та література (мова викладання - англійська)" підготовки іноземних студентів другого (магістерського) освітнього рівня протягом двох років (120 ECTS) за спеціальністю № 035 "Філологія" та за спеціалізацією № 035.041 "Германські мови та літератури переклад (включено), перша мова – англійська" в межах галузі знань № 03 "Гуманітарні науки" (Наказ Міністерства освіти і науки України від 20 червня 2019 р., № 871). Програма охоплює теоретичні та практичні курси з останніх галузей мовознавства та літературознавства, психолого-педагогічних дисциплін, включаючи методи викладання англійської мови, з акцентом на питаннях

мультикультуралізму та міжкультурного діалогу. Студенти можуть обирати між двома вибірковими блоками навчальних дисциплін: 1) "Англійська мова в полікультурному навчальному середовищі" та 2) "Сучасна література англомовних країн" та обов'язкова практика викладання у вищій школі. Це надає студентам можливість здобути професійну кваліфікацію "Викладач вищої школи (англійська мова та література)".

Ключові слова: теорії мов, теорії навчання мовам, теорії вивчення мов, теорії опанування мовою, теорії розробки навчальних програм, теорії розробки навчальних матеріалів, теорії оцінювання, основні методи викладання іноземних мов в університетах, навчальні документи, навчальні посібники, типи навчальних програм, міжкультурна методична компетентність, соціокультурна компетентність, міжкультурна комунікативна компетентність, знання та вміння, навички, професійні компетентності, рефлексивний аналіз діяльності учнів і учителів, рефлексивна практика, досвід викладання, практика викладання, спостереження за уроками, мікро-навчання, проектна робота з професійних питань, методика, загальні критерії, курс навчання мовлення, методика діяльнісного підходу, навчання, орієнтоване на учня, проблемне навчання, використання життєвого досвіду слухачів, принцип моделювання, вміння аудіювання, вміння читання, мовленнєві вміння, вміння письма, фонологія, словниковий запас, принципи оцінювання, цілі оцінювання, формативне оцінювання, підсумкове оцінювання, інноваційні підходи до сучасного розуміння забезпечення навчально-методичних ресурсів для освіти та викладання, наукові публікації, метод джигсо як інтенсивний обмін ресурсами, методичне портфоліо навчальних досягнень, схеми аналізу та оцінки текстів, візуальних матеріалів, вправ та завдань, знаходження рівнів комунікативної орієнтованості, мультимодальності та рефлексивності вправ та завдань, рефлексивні щоденники, модифікація уроків із тематичних циклів підручників, адаптація автентичних текстів та візуальних матеріалів до цілей навчання, принципи розробки навчальних матеріалів, розробка мультимодальних матеріалів, оформлення конспектів занять для викладачів, створення психологічно безпечного та комфортного навчального середовища, створення портфоліо курсу.

Биркун Л. В., Пономарёва В. А. Киевский национальный университет имени Тараса Шевченка
Программа учебной дисциплины "Методика преподавания и изучения иностранных языков в вузах"
Аннотация. Программа разработана в соответствии с требованиями учебно-научной программы "Английский язык и литература (язык обучения – английский)" подготовки иностранных студентов второго (магистерского) образовательного уровня на два года (120 ECTS) по специальности № 035 "Филология" и по специализации № 035.041 "Германские языки и литературы (перевод включен), первый язык – английский", области знаний № 03 "Гуманитарные науки" (Приказ Министерства образования и науки Украины от 20 июня 2019 г. № 871). Эта образовательная и научная программа охватывает теоретические и практические курсы по новейшим отраслям лингвистики и литературоведения, психолого-педагогическим дисциплинам, включая методы преподавания английского языка, с упором на вопросы мультикультурализма и межкультурного диалога. Студентам предлагается выбрать один из двух избирательных блоков академических дисциплин: 1) "Английский язык в мультикультурной среде обучения" и 2) "Современная литература англоязычных стран" и обязательная педагогическая практика в высшей школе. Это также дает студентам возможность получить профессиональную квалификацию "Преподаватель высшей школы (английский язык и литература)".

Ключевые слова: теории языков, теории обучения языкам, теории изучения языков, теории овладения языком, теории разработки учебных программ, теории разработки учебных материалов, теории оценивания, основные методы преподавания иностранных языков в университетах, учебные документы, учебные пособия, типы учебных программ, межкультурная методическая компетентность, социокультурная компетентность, межкультурная коммуникативная компетентность, знания и умения, навыки, профессиональные компетентности, рефлексивный анализ деятельности учащихся и учителей, рефлексивная практика, опытпреподавания, практика преподавания, наблюдение за уроками, микро-обучение, проектная работа по профессиональным вопросам,методика, общие критерии, курс обучения речи, методика деятельностного подхода, обучение, ориентированное на ученика, проблемное обучение, использование жизненного опыта студентов, принцип моделирования, умение аудирования, умения чтения, речевые умения, умение письма, фонология, словарный запас, принципы оценивания, цели оценивания, формативное оценивание, итоговое оценивание, инновационные подходы к современному пониманию обеспечения учебно-методических ресурсовдля образования и преподавания, научные публикации, метод Джигсо как интенсивный обмен ресурсами, методическое портфолио учебных достижений, схемы анализа и оценки текстов, визуальных материалов, упражнений и задач, нахождение

уровней коммуникативной ориентированости, мультимодальности и рефлексивности упражнений и заданий, рефлексивные дневники, модификация уроков из тематических циклов учебников, адаптация аутентичных текстов и визуальных материалов в соответствии с целями обучения, принципы разработки учебных материалов, разработка мультимодальных материалов, оформление конспектов занятий для преподавателей, создание психологически безопасной и комфортной учебной среды, создание портфолио курса.

1. The aim of the discipline

a) to introduce student teachers to theories of teaching and learning foreign languages andto the content and requirements of the main educational documents in question;

b) to teach how to provide analysis, modifications, development and piloting of the ready-made and self-made tasks, texts, visuals, lessons, thematic cycles, course books, syllabi and curriculums and how to teach English to university students.

2. Before the course of study the future student teachers are expected to:

1. know: English at the level of B2 and the basic categories of methodology as a science and as a teaching discipline

*2. be able to:*empiricallyreflect and critically evaluatestudent teachers' own learning and teaching prior experienceaccording to their own existing frames of understandingmethods, techniques and effective learning surrounding;

3.demonstrate elementary skills: of academic reading, of academic texts listening comprehension, of rendering orally and in the written form the content of the received information from texts and elementary visuals

3. Summary of the instructional discipline:

The instructional discipline "Methodology of teaching and learning foreign languages in higher educational establishments" is a component of the educational and scientific program "English Language and Literature (language of instruction – English)" of preparing international students of the second (master) educational level for two years (120 ECTS).

This instructional discipline is offered in the second term for the first year student teachers who should earn 3 credits ECTC, which means 79 hours (20 hours of lectures, 20 hours of seminars, 37 hours of individual self-study work and 2 hours for the exam consultation) with the exam as the final assessment of the course. The course term is organized into two content modules, each ends up with a modular test paper.The discipline is aimed at forming professional pedagogic competence of the students as future university teachers of English as a foreign language through forming their methodological intercultural and communicative competence in expert reading the research papers, in expert listening to audio and video texts on methods of teaching foreign languages, in teacher talk and academic writing as well as in searching, interpreting, modifying, creating and piloting curricula, syllabi, materials and recommendations within a transformative and integrated framework of the received-before-the-course and newly acquired-on–the-courseknowledge and skills.

4. The objectives of the instructional discipline:

– to introduce student teachers with theories of learning and teaching foreign languages and to demonstrate how these theories influence the content of the educational documents of global, European and national significance

– to supply student teachers with modern approaches to interpreting research in methodology and to taking advantage of the theoretical ideasfor evaluating, modifying, creating and piloting ready-made and self-made programs and materials

– to develop methodological competence of student teachers with equal emphasis on its communicative, educational, developmental, instructional, action research, diagnostic, prognostic, design and organizational aspects

– to develop the skills of teaching university students intercultural communicative competence.

5. Results of teaching through the discipline:

Results of teaching (1. to know; 2. to be able to; 3. communication; 4. autonomy and responsibility)		Forms (and/or methods and techniques) of teaching and learning	Methods of evaluating and threshold criterion of evaluation (in case of necessity)	Percentage in the summative evaluation within the discipline
Code	Results of teaching and learning			
1	1.1. **Knowledge** *about* theories of teaching, conceptual frameworks, popular and innovative approaches and methods, educational documents and instructional and methodological provision of foreign language teaching and learning at the university level, *about* methods and techniques of visualization of the read and heard texts on methods of teaching English as a foreign language to create scaffolding frame for developing unprepared monologue teacher talk into fluent speech a well as *knowledge of* the terms and their definitions on methods of teaching foreign languages and of the ways of handling different definitions of one and the same term, of compiling glossaries of terms and definitions 1.2. *Knowledge about* schemes of analyzing teaching and learning materials, about types of evaluation and modification of texts, tasks and visuals, about principles of material development and ways of piloting of new and newly developedteaching and learning materials 1.3. *Knowledge about* ways of creating presentations and rules of prepared and unprepared teacher talk for different types of sessions in English (manner of speech, diction, breathing techniques etc.) 1.4. *Knowledge about* planning sessions in English as a foreign language, about structure and content of note-taking for the fragment and for the whole session, about types of instructional and methodological provision for the sessions, about rules of referencing, about time management, *about* requirements for conducting microteaching sessions 1.5. *Knowledge about* research tools for teachers, about principles and criteria of their usage for session observations, for text book analysis, for overall evaluation of instructional and methodological provision of the English language instructional process 1.6. *Knowledge about* the goals and means of compiling a student teacher'sportfolio as the main instrument of assessment and self-assessment of the learning achievements as well as *knowledge about* offline and online teaching and learning reflective practice.	*Seminars, lectures, autonomous studies*	Active participation in session and presentation of projects, performing tasks on the development of method-logical literature competence, developing knowledge of the terminology of the course, developing a portfolio of learning achiev-ments	20

2	**Skills:** 2.1. Ability to analyze, evaluate and present modern educational and methodological support for teaching English as a foreign language in higher educational establishments 2.2. Ability to design a psychologically safe and comfortable educational environment, to organize the cooperation of students autonomously and in pairs or in a team promoting communicative competence development within interactional sessions and jigsaw lecturing. 2.3. Ability to use methods of designing and piloting educational materials in professional activities and share creative outputs 2.4. Ability to plan and implement various types of educational and methodological support for sessions and micro-sessions to develop intercultural communicative competence of university students in English.	*Seminars and lectures*	Presentations at seminars, preparation and presentation of projects, visibility, we continue to compile a portfolio of resource course, written reflective works	20
3	**Communication:** 3.1. Ability to select or develop such teaching materials that will help organize the cooperation of student teachers, work effectively in a team for developing verbal, visual, cognitive, psychomotor and affective literacies 3.2. Ability to pay attention to (and choose) such teaching materials that will help students and teachers to be tolerant, empathetic, polite in communication with colleagues and students, appreciate diversity and multiculturalism, be guided in teaching ethical norms of dialogue and cooperation with other countries 3. Ability to develop educational materials that will help student teachers to communicate effectively in the multicultural situations of teaching, learning and research; ability to analyze, evaluate, modify textbook lessons and prepare effective presentations to promote communicative language teaching and learning	*Lectures, seminars and micro-teaching sessions*	Conversations, simulation of situations, we continue to compile a portfolio of learning achievments	10
4	**Autonomy and responsibility**: 4.1. Student teacher prepares tasks, texts and visuals which help students adapt to new situations and newly constructed learning environments of the educational process and take instructional decisions. 4.2. Student teacher prepares tasks, texts and visuals which help students and teachers acquire awareness of the necessity of long-life learning, to deepen the received knowledge, to get new professional knowledge: to do the in-depth study of the research publications (linguistics, psychology, pedagogy, etc.) for self-improvement and for the effective management of the foreign languages instructional process. 4.3. Student teacher prepares tasks, texts and visuals which help students and teachers get responsible for their teaching and learning and achieve their intended goalsfollowing the requirements of professional ethics.	Seminars, autonomous work, modeling of professional situations	Oral answers of students, written works, we finish compiling a portfolio of learning achievments	10

6. Correlation of learning outcomes of the discipline with program learning outcomes (optional for elective disciplines that are not included in the blocks of specialization)

Program learning outcomes (title) — Discipline learning outcomes (code)	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3
Knowledge																
Knows and applies modern concepts and innovative approaches to understanding educational and methodological support.	+	+	+	+	+	+										
Knows and applies methods of developing educational and methodological support. Is able to create presentations on the application of these methods in lessons with IM, taking into account the diversity of interests and needs of the training target group		+	+	+			+	+						+	+	
Analyzes and evaluates various types of educational and methodological support in professional and social activities. Can act as an expert in textbook evaluation.											+	+	+			
Able to design a psychologically safe and comfortable educational environment, work effectively autonomously and in a team, organize the cooperation of students and communicate through the competent use of educational and methodological support.							+	+	+		+	+	+		+	+
Able to create teaching materials for students, as well as to compile a portfolio of resource courses for future teaching.										+	+					
Able to appreciate diversity and multiculturalism, to be guided in pedagogical activity by ethical norms, principles of tolerance, empathy, dialogue and cooperation.																
Has methodological competence in the field of analysis, evaluation and modification of educational materials and can effectively use it, able to improve and enhance their own level of competence in the domestic and international context.								+	+	+				+	+	+
Able to work with digital sources, find, process, systematize and apply modern scientific information in educational activities. Is able to analyze educational materials in terms of the level of theircommunicative orientation and so on.	+		+	+	+	+								+	+	

7. Scheme of mark formation.

7.1 Forms of student assessment:

Oral answers, presentations, written reflective works, visualizations, analysis of programs and textbooks, implementation of joint research and creative modification and creative projects, portfolio compilation.

The student is admitted to the final assessment, provided that the student completes 60% of the written work, writes 2 module tests, and scores 36 or more points for the work.

7.2 Organization of assessment (it is obligatory to indicate the order of organization of the forms of assessment provided by the working curriculum with the indication of the approximate schedule of assessment).

For each seminar the student scores a maximum of 5 points, then the grades are summed up and multiplied by 12. So a maximum is 60 points.

5 points	The student autonomously prepares presentations on methods, has no problems with teacher talk according to the program requirements of a course, carries out all tasks autonomously, writes tests and control works on 90-100%.
4 points	The student almost autonomously prepares presentations, has almost no problems with teacher talk in accordance with the program requirements of the course, performs almost all tasks autonomously, writes tests by 75-89%.
3 points	The student prepares presentations, demonstrates some problems of teacher talk in accordance with the program requirements of the course, performs tasks, writes tests with errors of 60-74%.
2 points	The student has problems with teacher talk, which does not meet the requirements of the level B2 program in English, or the program requirements of the course to teacher talk, does not perform all tasks, performs tasks with errors, writes tests with errors by 0-59%.
1 point	No mark

For the first modular test the student scores a maximum of 5 points, and for the second scores a maximum of 15 points. The first modular CD consists of a test part and an oral interview.

5 points	The student easily implements the theory into practice, his/her speech skills and abilities are in accordance with the level of B2 + and methodological knowledge, skills and abilities are in accordance with the highest professional standards.
4 points	The student makes insignificant mistakes, his/her speech skills and abilities are in accordance with level B2 and methodological knowledge, skills and abilities in accordance with basic professional standards.
3 points	The student has difficulties in teacher talk, involves a significant number of errors in performing practical tasks.
2 points	The student embodies only sporadically the theory in practice. Demonstrates 30-50% speech and methodological skills and abilities.
1 point	The student embodies 1-2 theoretical positions in practice.

Thus, for current work – 60 points.

At the exam the student scores 40 points: 4 tasks of 10 points: two theoretical, 1 practical and 1 is reflective.

10 points	The student freely and fully masters the theoretical material of the course, skills and abilities using educational materials, speaking skills and abilities in accordance with level B2, understands all key methodological terms of the course, implements theory into practice, scores 18-20 points for the written tasks.
9 points	The student knows the material (90%), teaches logically, understands almost all concepts, puts theory into practice, but makes minor mistakes, which he/she corrects himself/herself.
8 points	The student knows the material (80%), teaches logically, understands 80% of concepts, has difficulties in implementing theory into practice.
7 points	The student knows the material (70%), understands 70% of concepts, has difficulties in implementing the theory into practice.
6 points	The student knows the material (60%), knows only the basic provisions, understands 60% of the concepts, needs the help of a teacher during the implementation of theory into practice.
5 points	The student knows the material by 50%, knows only the basic provisions, understands 50% of the concepts, needs the help of the teacher during the implementation of theory into practice.
4 points	The student has a rather superficial knowledge, confuses key concepts, needs the help of a teacher during the implementation of theory into practice.
3 points	The student knows the material (30%),misinterprets key concepts, needs the help of a teacher during the implementation of theory into practice.
2 points	The student knows the material sporadically, not systematically, misinterprets key concepts, even with the help of a teacher makes a lot of effort to implement the theory in practice.
1 point	The student knows only a few concepts, sporadic speech.

Excellent	90-100
Good	75-89
Satisfactory	60-74
Fail	0-59
Passed	60-100
Fail	0-59

8. The structure of the basic discipline "Methodology of teaching and learning foreign languages in higher educational establishments".

Theme	Number of hours		
	Lectures	Practical training, seminars	Autonomous work
Content module 1: Understandingand interpreting theories of teaching and learning English as a foreign language for evaluating and using educational and methodological support at universities.			
Topic 1. Theories of teaching foreign languages. Approaches and methods of English as a foreign language for managing the whole instructional process and cooperative classroom activities and autonomous learning. The main educational documents, their goals, content and structure. The main functions of foreign language teachers during before-the-classroom, in-the-classroom and outside-the-classroom activities (Nikolayeva, 1999). Types of educational materials (Tomlinson, 2013) in foreign language teaching and learning and the specifics of their use by teachers and students of higher educational establishments for teaching and learning English. Common European framework of reference for languages: learning, teaching, assessment and its political and educational context (2001). Three types of curriculum design: forward, central and backward (Richards, 2014).	6		6

Topic 2: Theories of language. Theory of multimodality (Cress, 2013). Visual literacy of teachers and students (Eilam, 2012). Evaluation of educational and methodological support (Grath, 2002) in English language teaching for the specified university classroom in the digital era (Marjorie, 2011). Multimedia pedagogical presentations and the requirements to their design and use for the input, intake and output classroom activities (McGrath, 1997). Issues and options of online, offline and mixed teaching and learning English as a foreign language. Language learning, teaching and assessment: in search of plurilingual and pluricultural approach (CEFR). Learning and acquisition (Krashen, 1981): the differentiation to influence classroom methodologies. Visual reception and reading.	4	2	4
Topic 3: Theories of learning. Sociocultural theory. Theories of communicatively-oriented language learning (Lightbown, 1993) and evaluation of educational and methodological provision in English as a foreign language for the specified educational audience of the university. Presentations of the comparative schemes-based analysis (Harwood, 2014) of communicative textbooks used in university classrooms of different countries. Common reference levels (CEFR): criteria for descriptors. Curriculum for English language development in universities and institutes (Nikolayeva, 2001): principles, aims, objectives, content, methodology, assessment, practical and intercultural skills.	4	2	4
Topic 4: Theories of differentiation and diversification and evaluation of educational and methodological support in English as a foreign language for year one syllabus: aims, objectives, topics, notions and functions, listening, speaking, reading and writing sills, phonetics, grammar, socio-cultural component, methodology, assessment (Nikolayeva, 2001). CEFR (unit 8): linguistic diversification of the curriculum.	2		2
Topic 5: Theories of teaching and learning with emphasis on interactivity and evaluation of educational and methodological support in foreign languages for the specified university classroom. Language use and the language user/learner (CEFR, unit 4): domains, situations, conditions and constraints, communication themes, communicative tasks and purposes, communicative language activities and strategies, productiveand receptive activities and strategies, interactiveand mediating activities and strategies, communicative language processes, texts and activities. CEFR, unit 6): language learning and teaching.		2	2
Topic 6: Theories of reflection (Pollard, 2014) and evaluation of educational and methodological support in foreign languages for the specifieduniversity classroom. Reflective diaries of student teachers. Assessment of the level of reflexivity of exercises and tasks of course books and teaching and learning styles of the learning community in question. The user/learner's competences: general competences and communicative language competences (CEFR, unit 5). Year two syllabus: aims, objectives, topics, notions and functions, listening, speaking, reading and writing sills, phonetics, grammar, socio-cultural component, methodology, assessment (Nikolayeva, 2001).	2		2
Topic 7: Portfolio as a method of mastering the resources of the taught course and as a method of assessing the methodological competence of future teachers.CEFR(units 7 and 9): tasks and their role in language teaching, assessment. Year three and year four syllabuses for university language students. Evaluating course books for the target audience of learners. Planning practical sessions of English. Note-taking and explanatory notes on approaches, methods, principles and techniques.	2		2

Topic 8. Requirements for the analysis, evaluation and development of educational materials that provide jigsaw sessions. Jigsaw reading. Integrated skills jigsaw activities.		2	2
Topic 9. Requirements for the analysis and evaluation of courses (and their teaching materials), which use the method of activating the reserve capabilities of the student and student group (Kytaigorodska, 2009). Evaluation and modification of intensive teaching methods and materials. Creating tasks that contribute to the formation of a successful communicative community.		2	2
Content module 2. Methods of formation of future teachers methodical competence in carrying out the analysis, evaluation, modification of the existing educational and methodical maintenance and in creation of new modern educational materials.			
Preparation and presentation of practical tasks-projects. Topic 10: Analysis of textbooks in terms of diversity of methods and approaches, as well as teaching methods. Modification schemes for the selected context and years of study.			2
Preparation and presentation of practical tasks-projects. Topic 11: Analysis of the thematic cycles of the textbook in terms of the general information about all components of the coursebook, etc.). Modification schemes for the selected context and years of study.		2	2
Preparation and presentation of practical tasks-projects. Topic 12: Analysis of the thematic cycle of the textbook in terms of the level of multimodality of educational material (use of verbal and visual material, audio, video and printed material, etc.). Modification schemes for the selected context and years of study.		2	2
Preparation and presentation of practical tasks-projects. Topic 13: Analysis of the thematic cycle of the textbook in terms of the level of use of the principle of contextualization. Modification schemes for the selected context and years of study.		2	2
Preparation and presentation of practical tasks-projects. Topic 14: Analysis of the thematic cycle of the textbook in terms of the level of gender balance. Modification of materials. Creating gender-balanced tasks and exercises. Creation of intensive communicatively-oriented, multimodally presented, interactively directedreflexive exercises and tasks, visuals and texts		2	7
Module test		2	
The total amount of hours	20	20	39

The total amount of hours – 58, including lectures – 20 hours, practical classes – 20 hours, autonomous work – 39 hours. The discipline ends with an exam.

9. Recommended sources:

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Типова освітня програма закладів загальної середньої освіти ІІІ ступеня (профільна середня освіта), яка розроблена на виконання Закону України «Про освіту» і затверджена наказом МОН від 20.04.2018 № 407.

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