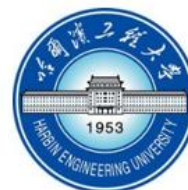


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THE PROBLEMS OF SCHOOL TEACHING IN TERMS OF CREATIVE DEVELOPMENT

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To commence with, the author's teaching experience has led to a range of questions concerning children's development on their journey to fluency and literacy. They comprise problems of education provided to young learners in general and specifically in the Ukrainian realia, relevant both to the educated and their educators, and thus come to exposing certain thin points in the system such as lack of reading and managerial skills for secondary factors revolving around the teaching process, parenting and administrative control included.

One living in Ukraine and examining its systems might recognize a stereotype built upon the language teachers, which is an excessive focus on the structural elements of language in schooling. The linguistic organization in education firsthand assembles from the systems, i.e. grammar, vocabulary, and pronunciation, however they are not in any way conclusive dead-end self-cycles, rather blocks for the concretization of students' proficiency. Even the four central skills, i.e. reading, writing, listening, and speaking, are mere abstractions if left off the cultural context, the living complexity of a linguistic entity. A thought is never a secluded, spawn-in-itself idea as it exists in definite epochal conditions and reflects the surrounding world in the head together with the cause and the consequence, which are constantly present around a person; therefore, to break the living logic is to eliminate a curious being from the fruitful soil in which it thrives. This has been an obvious observation for methodists to become the ground of breakthrough methods, the most celebrated of which is the communicative approach, sometimes erroneously perceived as speaking by itself. Here a common mistake evolves and corrupts our understanding of teaching, which is absolutization of an abstraction from the system.

The Ukrainian school as a whole is criticized, in the full shallowness, for its infamous obsession with the grammar approach as opposed to the concept of providing learners with ultimate freedoms. The author sees the issue with a mere totalization of a single moment excluded from the organic wholesomeness, namely the language. The aforementioned moment, the language is not limited to speaking or grammar, or any other part; each one plays a significant role in the fundament of something bigger, something more meaningful than a carcass, and our, as teachers', task is to guide those who seek enlightenment in the area through the monstrosity which it is, and to state that the workers of tutelage appear to be helpful as much as a grammar handbook makes it obvious that the person only takes a surface look at the matter. The actuality is excruciatingly more diverse. From my colleagues' point of view, inside a most simplistic school, an attempt to sprout communication is made, and their effort is evident; furthermore, the word of the communicative approach is in the air in whichever educational institution one chooses to materialize their artistic urges. However much one desires to turn a classroom into the lands of Great Britain, manifold

other factors truly exacerbate the whole experience, enough to debate over a complete reorganization, and small steps occur in reformistic constituents like the CLIL method.

As it was depicted by various investigations and papers of research, CLIL has a substantial influence on improving learning experience. A combination of different subjects and the task-based approach with centralization of language learning looks like a perfectly logical concept since it uncovers the essence of the language as a tool of varied interactions, which lies in with real-life changes. In one document overviewing the topic posted by the European Commission, a line from the list of factors in hindering and encouraging CLIL piques this author's interest that the stimulation happens due to the process of "internalization and globalization of current society" [4, 23]. The language, as any idea, reflects the current state of affairs, and to streamline its flow is one important task for specialists in the field. On the other hand, one critical drawback is paucity of systematization, which is why in this text it was preferred to call the method "reformistic", not revolutionary. Indeed, the endeavor appeals; nevertheless, the picture cannot be more obvious that a grain of methodology shall not suffice to alter the rest. Deeper issues stand in the way of a revolutionary improvement, and a great number do not belong to the areas of pedagogy or methodology, hence analyzing them would not be appropriate for this work. On the contrary, the same document presents another peculiar fragment which illustrates a massive implementation of CLIL programs in Spain with "a striking result" [4, 13], and one sentence where the experimenters introduce learners to reading at an early stage in symbiosis with other language skills shows a significant point.

A child is one curious being who in the view of their lack of experience compensates with a vivid thirst for exploration. They do not possess enough fundament for establishing solid logical connections, and it is the school's job to spark the right images in them. In the author's practice one difficulty troubles from time to time that school children are unaware of natural phenomena, the treasure of world literature, or musical instruments and are strangers to aesthetical assessments or moral debates. One distinct way to institute those connections is through cultural integration, most easily done through reading, considering another commonplace argument that the current youth obliterate their reading and coherent thinking, supported by the author's experience in text-based tasks given to teenagers when it rises to the surface that one struggles with connecting diverse ideas in one piece. Still, it is important to note that reading, again, never manifests itself as reading for the sake of reading. This process is complex, systematic, it involves a range of auditory and visionary means as it stems from Dlugosz's "succinct" research [2]. The strategy unmistakably enhances what students are to achieve in the classroom, meanwhile making them all-rounded individuals who have put their language as a tool to exploration. Unfortunately, the greatness of this enlightenment is blackened by some exterior factors: different kinds of administration in the face of the head of school or learners' parents may curb the creativity.

Why certain people become conservative, opposing the progress, is a big question. Whenever an innovative technique emerges, it is accompanied by risks of obscurity from those in power to barren the landscape. In case a teacher does not

possess the knowledge to protect oneself and properly organize processes both exterior and interior to the classroom, it is of high probability to be absorbed in unshaken traditions and obsolete manners. A plain question, “How can my child ever read or hear? No, teach them grammar!” has the force to turn administrative control parties against the enlightener if one is unlucky in terms with them. What is important in the light of it is how to cope with the challenges thrown toward the younger specialists especially, and the answer has not yet appeared in the academic background herein, thus it was fascinating to search through several higher education establishments in Ukraine. The selection of them was based on the 2024 rating of pedagogical institutions by the website of Osvita.Ua [3] and the loud names in Odesa, the hometown for the investigator behind the text, and the result surprisingly showed that only among courses of The Odessa I.I. Mechnikov National University there is something resembling a class to educate on surviving in the real-life educational environment, Pedagogical Management [1]. The lack of necessary disciplines to aid fresh teachers in terms of communicating not only in the classroom but also beyond it poses a threat to both our teaching careers by pioneering on the anarchial path of trials and errors and a creative contribution to the global evolution of teaching. One solution to be given here is to introduce new courses to challenge newcomers before the tedious road of schooling.

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MULTIMODALITY IN THE PROCESS OF INTEGRATED TEACHING PROFESSIONALLY-ORIENTED ENGLISH OF FUTURE SOCIAL WORKERS

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The study is devoted to a comprehensive analysis of multimodality in the process of integrated teaching professionally-oriented English of future social workers. Strategic directions for the development of modern education involve the implementation of an integrated approach to building the content of professional

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