

*independently through educational programs that monitor how well this knowledge is being mastered.*

*Based on an analysis of the positive and negative experiences in creating a digital educational environment at an educational institution and the characteristics of its functionality, the main problems of education digitization and possible ways to address them have been identified; potential risks and threats to the implementation of the educational process in a digital environment have been examined. The digital educational environment is positioned as an indispensable attribute for developing learners' digital literacy and as a space for their digital socialization.*

*The article identifies the prospects of the digital educational environment of an educational institution, highlights existing problems and ways to solve them, and substantiates the potential of the digital educational environment of an educational institution in training future specialists.*

*The article reveals that digitalization facilitates the educational process by making it more comfortable and accessible for both instructors and learners. Regarding higher education, it can be stated that the practice of using digital technologies impacts the modernization of research activities.*

**Key words:** *digital learning environment; learning activities; human factor; learning technologies; synthetic experience.*

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## **ORGANIZATION OF EXTRACURRICULAR WORK IN ENGLISH USING CLIL TECHNOLOGY IN SENIOR SECONDARY SCHOOL**

*This research aims to substantiate the methodological principles and determine effective methods for organizing extracurricular work in English using Content and Language Integrated Learning (CLIL) technology in senior secondary schools. The study confirms CLIL's potential for extracurricular work based on interactive learning and proposes a four-stage organizational model (Preparatory, Content-based, Practical, Final). The research identifies suitable content (B1-B2 levels) and integrated topics, as well as effective forms of extracurricular work, along with supportive digital tools like Kahoot! and Miro. The structured model ensures process consistency, fostering an environment for meaningful communication, motivation, and media literacy.*

**Key words:** *extracurricular work, English, CLIL, interactive learning, cross-curricular integration, communicative competence, intercultural competence, extracurricular activities, senior secondary school, profile school.*

**Introduction.** Ukrainian general secondary education system is currently undergoing modernization, aimed primarily at producing flexible, competitive, and competent graduates.

CLIL («Content and Language Integrated Learning», укр. – предметно-мовне інтегроване навчання) technology, according to its founder D. Marsh, is «any activity in which a foreign language is used as a tool for learning a non-linguistic subject» (Marsh, 2002, 58).

This technology allows students to acquire competence according to the «Four C's» model: Content – mastery of the subject; Culture – understanding the sociocultural context; Cognition – activating cognitive processes; and Communication – engaging students in the use of a foreign language that corresponds to the subject content (Coyle, 2007).

Extracurricular work (EW) plays a significant role in the comprehensive development of senior secondary school (SSS) students. We define the pedagogical goal of EW in English from the perspective of the Kyiv Methodological School (Bihych, Borysko, Boretska et al., 2013, 513-514) as the improvement of knowledge, abilities, and skills acquired in the classroom in the process of studying the subject «English language»; the development of the cognitive sphere, key competencies (critical thinking and media literacy, social and emotional learning skills, etc.) (State Standard of Profile Secondary Education, 2024; Podosynnikova, Netsmekha, 2024) leadership qualities and creative abilities; fostering respect and honor for both the student's homeland and the culture associated with the language being studied, as well as preparing for cultural dialogue and forming intercultural competence.

The integration of CLIL into EW of profile schools complies with educational standards and the concept of the New Ukrainian School, which emphasizes integrated learning, adaptability, and lifelong learning skills (State Standard for Profile Secondary Education, 2024; New Ukrainian School. Conceptual Foundations for Secondary School Reform, 2016). In this context, the systematic application of CLIL technology allows combining language practice with the mastery of content lines and topics that meet the requirements of normative educational documents, naturally increasing the level of foreign language communicative competence, using language as a means of mastering the content of subject disciplines, communication, and personal development (State Standard for Secondary Education, 2024; Law of Ukraine «On Education», 2017).

This approach strengthens interdisciplinary links and makes the process of learning English more practical and engaging (Prokopchuk, 2025).

At the same time, different levels of English proficiency within a particular group or class of students can significantly hinder the effectiveness of integrated learning and place a greater burden on teachers

in terms of planning and teaching methodology (Chetveryk, Veretiuk, 2024). Research results indicate a shortage of teachers who have undergone specialized methodological training in CLIL and fully understand its pedagogical nuances, as well as insufficient methodological support in the form of ready-made, pre-developed methodological resources necessary for planning and conducting CLIL-based lessons (Ryzhkova, 2023).

**Analysis of relevant research.** Organizing EW in English for SSS students is an important element in increasing motivation, diversifying forms of learning, and creating an informal environment for authentic language practice.

Properly developed extracurricular activities (EA) increase students' interest in school subjects and provides valuable experience for their future professional careers: applying theoretical knowledge, participating in research activities, and interacting with peers to achieve common goals (Saitarly, 2019).

EW contributes to the formation of a creative personality, brings educational activities closer to the tasks of modern life, and develops soft skills, namely the ability to think critically, analyze and systematize information, as well as collaborate and work independently (Siechka, Nikitina, 2025).

The pedagogical advantages of CLIL include: improvement of memory and associative thinking; development of integrated language skills; deepening of the assimilation of grammatical structures; expansion of vocabulary expansion (Saitarly, 2019).

The features of CLIL technology and its implementation in the process of teaching English in SSS are highlighted in the works of domestic and foreign scientists.

V. Chetveryk and T. Veretiuk (2023) emphasize the advantages of using CLIL: active development of foreign language skills through immersion in specialized content and solving authentic tasks; acquisition of new knowledge in a specific field and horizons broadening; improved information retention owing to the consistent structure of tasks; overall communicative competence improvement; access to modern resources (apps, video hosting, social media); use of modern platforms for dynamic, personalized tasks; increased student motivation due to alignment with their interests (Chetveryk, Veretiuk, 2023).

M. Zakharevych (2024) highlights the development of cognitive abilities such as critical thinking, analysis, synthesis, the ability to make conclusions, justifications and arguments, problem solving, and creativity among the advantages of using CLIL. The emphasis on intercultural

interaction and the importance of developing intercultural competence also provides a broader awareness of cultural context and cultural aspects of the language community, as well as promotes tolerance for cultural differences (Zakharevych, 2024).

The implementation of CLIL is most effective when students have basic knowledge about the world, subject content, and relatively developed communication skills (Pasichnyk, Pasichnyk, 2023). When moving on to higher levels of education, students should already be «familiar with culturally-colored vocabulary, universal «politeness theory», and have a good understanding of which models of verbal and nonverbal communicative behavior are acceptable for use in various situations of foreign language communication that are characteristic of the country language being studied» (Kalinina, Klymovych, Myanovska, Vyzhak, 2025, 24).

Thus, a profile school provides opportunities for the full realization of CLIL's methodological potential, since students at this level of education, due to their psychological and age characteristics, show greater interest in self-development, self-expression, and interaction with their peers, while possessing well-developed skills in conceptual thinking, information search, critical analysis, and synthesis (Bihych, Borysko, Boretska et al., 2013).

N. Prokopchuk (2025) notes that the process of teaching English using CLIL has the following characteristics: «a combination of speech activity and the development of both receptive and productive skills; the use of reading or listening as the main means of presenting educational material; no emphasis on purely grammatical assessment; use of language in accordance with the context of subject content; lexical approach to teaching instead of the traditional grammatical one; tasks that take into account different learning styles» (Prokopchuk, 2025, 129).

When planning CLIL-based lessons, N. Nahorna (2022) emphasizes the following aspects: the need for a clearly formulated goal that relates to both subject knowledge and specific language skills and abilities; a direct correlation between content and objectives; methodological relevance and appropriateness of materials for the age group of students and the objectives of the lesson; ensuring the simultaneous acquisition of subject content and the development of language skills; the availability of a variety of assessment methods; student reflection on the lesson (Nahorna, 2022).

O. Pasichnyk and O. Pasichnyk (2023) add that English classes with the use of CLIL technology should also contribute to students' professional

self-determination by presenting problem-solving scenarios in various fields of knowledge (Pasichnyk, Pasichnyk, 2023).

Regarding the subject content of teaching, research by N. Prokopchuk (2025) showed that most primary school teachers consider it appropriate to integrate English language with the subject «I explore the world», as well as with design and technology, mathematics, and Ukrainian language (Prokopchuk, 2025).

N. Nahorna (2022) offers the following recommendations for selecting materials for English lessons using CLIL technology: the subject content should be somewhat simplified from a cognitive point of view compared to the course in the native language; educational texts should be carefully selected and adapted to students' knowledge of the subject and their language competence; for effective learning, lesson materials should be accompanied by a sufficient number of tasks; tasks should familiarize students with various language forms for further practice and assessment; tasks should develop students' creative potential, promote autonomy, and provide opportunities for oral and written communication in a foreign language (Nahorna, 2022).

N. Yevtushenko (2019) emphasizes the importance of visualizing the content of educational materials in the form of diagrams, charts, headings, etc. for better comprehension by students (Yevtushenko, 2019).

N. Prokopchuk (2025) divides «forms of work» for English integration into groups according to their function in the learning process: 1) those that help structure thoughts and develop visualization skills (collages, posters); 2) enable students to practice speaking and writing in real communication situations (video blogs); 3) contribute to the improvement of speaking and listening skills (mini-interviews); 4) help memorize new words (puzzles, word cards); 5) encourage students to express their thoughts creatively (presentations, handmade crafts); 6) stimulate imagination and help better understand the content of texts (drawings, illustrations for stories); 7) contribute to the development of lexical skills and the consolidation of new vocabulary in context (crossword puzzles); 8) critically analyze and use information in learning (searching for information on the Internet); 9) develop digital literacy and teamwork skills (gamified tasks); 10) encourage students to independently search for and synthesize information, collaborate and communicate in groups, and develop critical and creative thinking skills (project work) (Prokopchuk, 2025, 131).

Regarding EW methods and technologies for working with youth, L. Khalyavka- Vasylieva and O. Zhdanova-Nedilko (2022), following N. Yevtushenko (2020), propose the following basic forms of English language classes using CLIL technology. 1. The «Storyline method» is based on combining planned educational content with students' interests and ideas. With the help of key questions – certain «impulses» from the teacher – students make their own contribution to the creation of a story through creative planning, selection of hypotheses, experience, systematization and presentation of a creative product, as well as elements of drama and role-playing. The teacher only sets the framework for action and presents individual episodes, while students ask their own questions and find answers to them. 2. «The simulation (business games) method» allows students to apply their knowledge and skills to solve a particular task in a specific environment that simulates real-life situations. Simulation develops students' skills in strategic planning, leadership, teamwork, etc. (Yevtushenko, 2020; L. Khalyavka- Vasylieva, O. Zhdanova-Nedilko, 2022).

O. Vovchenko (2022) summarizes that CLIL learning should be interactive, content-oriented, and based on research or practical problem-solving (Vovchenko, 2022).

**Aim of the Study** – to substantiate the methodological principles and determine effective ways of organizing extracurricular work using CLIL technology in English language classes in senior secondary grades of general secondary educational institutions.

**Research Methods.** The research was conducted using the method of critical analysis and synthesis of scientific methodological, pedagogical sources relevant to the topic of the research, and regulatory documents.

**Results.** Within the subject «English», the organization of EW of senior secondary school students should take place on the material of the content of the study determined by regulatory documents (State Standard of Profile Secondary Education, 2024; Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2001) of levels from B1 to B2 within the topics and language inventory provided for by the program of the profile school (Curriculum in Foreign Languages (Standard Level, Profile Level) for 10-11 Grades of Secondary Schools, 2017): «Me, My Family, My Friends» (10<sup>th</sup> grade – personality and its qualities, types of personal relationships, relationships with friends, mutual help, conflict resolution; 11<sup>th</sup> grade – rights and responsibilities of youth, norms of behavior and communication, tolerance, humanity, charity, housekeeping), «Sports and Leisure» (the role of

sports in the life of society and man, sporting events/competitions, health and sports), «Nutrition» (10<sup>th</sup> grade – national dishes of Ukraine and the countries whose language is being studied, tastes, preferences, healthy and useful food, bad habits; 11<sup>th</sup> grade – food, drinks and snacks, useful and harmful food, priorities in nutrition, recipes), «Nature and weather» (natural disasters and their types, the impact of weather on health and mood, protection of nature), «Painting» (painting genres, famous artists and their works, visiting a museum, exhibition or gallery, Ukrainian artists), «Science and technical progress» (10<sup>th</sup> grade – computer equipment, modern means of communication and information, the impact of science on the development of society, technology; 11<sup>th</sup> grade – branches of science, the impact of scientific and technical progress on human life and the environment, the development of science and technology in Ukraine and abroad, equipment and personnel), «Ukraine» (administrative and political system, natural resources, public holidays), «Countries of the language being studied (of choice)» (10<sup>th</sup> grade – administrative and political system, natural resources, public holidays; 11<sup>th</sup> grade – international relations, significant events, prominent people), «School Life» (10<sup>th</sup> grade – educational institutions, education in Ukraine and abroad; 11<sup>th</sup> grade – relationships with friends, final exams, prospects for future studies, international educational programs), «Work and Professions» (10<sup>th</sup> grade – modern professions; 11<sup>th</sup> grade – career guidance, prestigious professions in Ukraine and abroad, plans for the future), «Leisure» (interest clubs, cinema, theater, television, Internet, favorite show/film, characteristics of a film/show/television program, festivals), «Art» (types and genres of art, visiting art institutions for self-education, emotions), «Travel» (traveling around Ukraine and countries of the language being studied, types of tourism), «Ukraine in the World» (international organizations: EU, UN, Council of Europe, legislative acts, law, norms etiquette, charity work).

The grammatical inventory consists of the following categories and structures: 10<sup>th</sup> grade – Clause (Past Perfect with adverbial clauses of time, first and second conditionals, so ... that for results and consequences, declarative sentence + so/therefore + declarative sentence), Modality (use(d) to/would + infinitive for past routines and habits), Phrasal Verb (phrasal and prepositional verbs: position of indirect object), Phrase (verb taking gerund), Preposition (prepositions of reason and purpose: due to, owing to, so, because, prepositions in time phrases, e.g.: before, for, since, till, until, by), Verb (Past Perfect Continuous, Future Continuous, Future Perfect, Going to / will for predictions, verb + '-ing' vs. + 'to' infinitive);

11<sup>th</sup> grade – Adjective (adjectives formed with suffixes/prefixes (overview), compound adjectives, present/past participles as adjectives), Adverb (common linking words for chronological sequence, advanced adverbials of time: beforehand, afterwards), Clause (defining vs. non-defining relative clauses, overview of relative pronouns, first, second and third conditional, reported speech with changed tenses, reporting verbs + that + complement clause), Determiner (overview of all quantifiers with countable/uncountable nouns), Modality (modals + passive), Verb (question tags (positive/negative, all tenses), prepositional vs. phrasal verbs (separable/inseparable), overview of all tense forms (active/passive)).

Table 1 provides indicative examples of topics and content of integrated forms of EW using CLIL technology in SSS.

*Table 1*

**Topics and content of teaching integrated forms of extracurricular work using CLIL technology in profile school**

<b>Topic of the integrated CLIL lesson</b>	<b>Extracurricular activity learning content</b>
Natural Disasters	Analysis of authentic texts about natural disasters; discussion using the Past Perfect Continuous to describe processes leading to disasters; creation of an infographic (in the target language) on nature protection measures.
Science vs. Fake News	Working with media texts on the impact of technology; using First/Second Conditionals for hypothetical technology development scenarios; discussion on the ethical aspects of AI use.
Career choices	Researching the job market; writing a CV using compound adjectives; role-play "Job interview" using modal verbs (must/should/may).
Healthy eating and national cuisines of the world	Reading and discussing scientific articles on healthy/unhealthy food; describing recipes using imperatives and quantifiers); presentation on national dishes around the world.
Artists who changed the world	Analyzing artists' biographies using Past Perfect (describing events before a certain point); discussing art genres; creating a poster «My favorite Artist» with a description of their work.
Tourism as a factor in regional economic development	Researching the tourism potential of a region; planning a route (Future Continuous and Future Perfect); creating a promotional brochure (adjectives formed with suffixes/prefixes) about types of tourism.
The education of the future: international educational programs	Comparative analysis of education systems (Ukraine and abroad); using relative clauses to describe programs; drawing up a future study plan (going to/will for predictions).

Contemporary media and cinematography: analyzing a film/play	Watching film excerpts (favorite play/film); discussing the characteristics of a film using verbs taking gerund and to infinitive; writing a review (linking words for chronological sequence).
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**The organizational structure of EA** in the foreign language and culture usually consists of three main forms: *individual* (permanent or occasional work with specific students on reports, studying poems or songs, etc.); *group* (interest groups characterized by a stable composition of participants and a clearly defined structure); *mass* (occasional events, such as performances, festivals or competitions). A separate complex form is the «Week of Foreign Languages and Cultures», which, although oriented towards mass learning, combines a series of diverse, time-limited activities aimed at developing various student competencies (Bihych, Borysko, Boretska et al., 2013).

**According to the content**, the forms of conducting EA are classified as: *competitive* (contests, games, quizzes); *mass media* (wall newspapers, announcements, bulletins); *cultural and mass* (evenings dedicated to traditions, prominent personalities or historical events); *political and mass* (forums, festivals, press conferences) (Bihych, Borysko, Boretska et al., 2013).

All defined forms of EW correspond to the content of English teaching in SSS, discussed above.

Effective implementation of EW forms in English lessons in profile school requires the application of knowledge from many general education subjects, as well as soft skills for the comprehensive formation of **key competencies** (State Standard of Profile Secondary Education, 2024): 1) *fluency in the state language* – the ability to communicate effectively in Ukrainian, work critically with information, and use language to achieve personal and social goals; 2) *communication in native and foreign languages* – the ability to communicate in native and foreign languages in various life contexts; the ability to effectively express ideas and conduct dialogue, taking into account the peculiarities of intercultural interaction; 3) *mathematical competence* – the ability to apply mathematical knowledge and methods to solve a wide range of problems in everyday life; 4) *competence in the field of natural sciences, engineering, and technology* – the formation of a scientific worldview, the application of knowledge to explain the natural world, and the acquisition of experience in conducting research; understanding of changes caused by humans and responsibility for the consequences; 5) *innovation* – openness to new ideas, the ability to set goals, motivate oneself and develop

confidence to achieve success; 6) *environmental competence* – awareness of the ecological foundations of nature management and the need to protect nature, economical use of resources to ensure sustainable development; 7) *information and communication competence* – confident, critical and responsible use of digital technologies for one's own development and communication; 8) *lifelong learning* – the ability to determine one's own needs and resources for developing competencies, organize one's own learning and find opportunities for self-development; work independently and in a team, evaluate results; 9) *civic and social competence* – awareness of national and civic identity, willingness to fulfill civic duty and protect the values of Ukraine; ability to cooperate, show respect and care for personal and social health; 10) *cultural competence* – respectful attitude towards the cultural traditions of Ukraine and the world, a sustained interest in artistic achievements, their understanding; 11) *entrepreneurship and financial literacy* – initiative and the ability to implement ideas in any field; willingness to take responsibility, solve problems and work in a team to implement socially or financially significant projects (State Standard of Profile Secondary Education, 2024).

Taking into account the content of key competencies and the specifics of the subject «Foreign Language», when building a model of organizing EW based on CLIL technology in SSS, we consider it important to focus on the introduction of interactive learning (IL) of foreign languages and cultures, as well as the formation of the foundations of foreign language intercultural competence within the content of English language teaching in SSS.

The concept of **«Interactive learning of foreign languages and cultures»** is defined as «a special form of organizing educational and cognitive activity in a foreign language lesson, in which students in a small group (4-8 students) solve a joint educational, communicative and/or personally oriented task, being in active interaction and positive interdependence and working in conditions of mutual support» (Podosynnikova, 2012, 199).

An example of a task for organizing EW using CLIL technology in SSS using IL tools with an emphasis on the development of critical thinking skills could be the following.

*Work in groups of 3-5 people. Choose one pressing global challenge and find three contrasting authentic materials in English on the topic. For each source, identify the author's bias and clearly distinguish between 3*

*facts and 3 author's opinions. Present your findings to other groups using target language structures. Conclude with explaining how your initial understanding of the challenge changed and justifying your final position using the target vocabulary acquired during the task.*

**Intercultural competence**, defined as the ability to understand and respect each other across all types of cultural barriers (Building intercultural competence), is the core of the Concept of Interculturalism of the Council of Europe (Manual for the design of a training course on intercultural competence). It involves the formation of skills of intercultural behavior and cross-cultural competence, respect and appreciation of cultural diversity as advantages that contribute to effective interaction on a global scale.

According to O. Komar, A. Dzhurylo (2024), intercultural competence is a unique mode of interaction involving individuals from diverse cultural backgrounds. It involves the exchange of information and values between participating cultures (Komar, Dzhurylo, 2024, 47).

In this work, we share the view of N. Borysko (2018), O. Parshykova (2018), and others, who, following M. Bayram, separately consider the foreign language intercultural competence of those who study a foreign language, and note that within the framework of the foreign language course in SSS, elements of foreign language intercultural competence are integrated into the composition of foreign language linguo-sociocultural competence (Borysko, 2018; Parshykova, 2018).

An example of a task for organizing EW using CLIL technology in SSS with an emphasis on the formation of intercultural competence could be the following.

*Work in groups of 3-5 people. Compare national holidays, eating habits or approaches to education in Ukraine and an English-speaking country of your choice by studying 3 authentic English-language sources per country. Complete a comparative a Venn Diagram with key differences and similarities. Create and present a short role-play scenario (3-5 minutes) where a potential misunderstanding arises between representatives of the two cultures based on your findings. Conclude by proposing a solution using modal verbs.*

Based on the above, in Table 2, we propose a model for organizing EW using CLIL technology in SSS.

Table 2

**A model for organizing extracurricular work in English using CLIL technology in senior secondary school**

Stage	The aim of the stage and teachers' actions	Work content
<b>Preparatory</b>	Motivating students to participate and setting clear goals.	The teacher introduces the topic, explains its relevance and practical value, and together with the students determines the expected outcomes and specific goals in the language and subject.
<b>Content-based</b>	Selection of authentic materials and formulation of integrated language and subject tasks.	The teacher selects learning resources according to the students' age, interests, language proficiency, and related subject, with a special emphasis on interdisciplinary connections, interactive communication, the development of critical thinking, and the formation of intercultural competence.
<b>Practical</b>	Formation of foreign language communicative skills and key competencies of students while performing integrated tasks.	The teacher coordinates the activities of students, acts as an assistant and consultant in the linguistic-communicative, cognitive, and intercultural plans. Students in the process of interactive interaction perform EW tasks and participate in the creation of EW products.
<b>Final</b>	Evaluation of the results of extracurricular work, organization of self- and mutual assessment and reflection of students, teacher reflection on the organization and results of extracurricular work.	Students present their work publicly. Reflection and discussion of successes and challenges fosters critical thinking and self-assessment, providing structured completion and experience of public communication in a real-world context.

Possible forms of EW based on CLIL technology in SSS, as well as means and tools for their implementation, are presented in Table 3.

An integral part of all stages of with EW are modern materials and tools that contribute to the implementation of IL, the development of critical thinking, and the formation of intercultural competence:

*Authentic materials* (texts, videos, infographics, maps) provide rich linguistic and cultural context, illustrating academic and professional language use (Gondová, 2015).

Table 3

**Forms and means of implementing extracurricular work based on CLIL technology in senior grades of secondary education institutions**

Form	Means of implementation
Project-Based Learning	Students use Google Docs/Slides, Miro, Canva, Microsoft Teams to collaborate while creating presentations, collages, posters, and video blogs based on information from authentic materials.
«Storyline Method»	Creative planning, systematization and presentation of stories using collaborative boards such as Miro/Padlet/Zoom Whiteboard. Dramatic performances, role-playing games.
The method of simulations and business games	Simulating real-life situations (UN meetings, business negotiations) in classrooms or using Zoom Breakout Rooms.
Competitive and gamified events	Using digital platforms such as Kahoot!, Quizlet, Genially, Blooket, Wayground for interactive competitive games with integrated questions.
Case method and discussion technologies	Conducting debates, discussions, mini-forums, press conferences in the classroom or on platforms such as Zoom/Google Meet/Microsoft Teams using critical analysis of authentic sources of information.
Research and practical classes	Conducting laboratory work, experiments, and research based on authentic scientific texts, diagrams, and schemes using collaborative whiteboards or Google Docs.
Cultural integration events	Concerts, festivals, exhibitions, evenings, performances.
Organizational form «Foreign Language Week»	A combination of several or all of the above forms and implementation tools.

*Digital tools* (Quizlet, Genially, Kahoot!) increase student engagement through interactivity and gamification, providing instant and constructive feedback (Castillo-Cuesta, Cabrera-Solano, Ochoa-Cueva, 2024).

*Digital platforms* (Google Classroom, Microsoft Teams) support the organization of work and the sharing of resources in mixed or online environments.

*Interactive whiteboards* (Miro, Canva) help with the visual structuring of information and the design of presentations.

*Multimedia resources* (video, audio, simulations) serve as sources of information and practice for receptive skills (Zakharevych, 2024).

Therefore, the use of CLIL technology in EW in English in SSS on the basis of IL opens up the possibility of a holistic scientifically based approach

to the organization of EA using structured methodological actions to determine the themes, forms, means and tools of software.

**Conclusions.** The use of CLIL technology in the process of extracurricular work in English in senior secondary schools is an effective tool for integrating subject and language learning. The organization of English language extracurricular work using CLIL technology on the basis of interactive learning contributes to the formation of key competencies, critical thinking, intercultural awareness and cooperation skills among senior students. A clear step-by-step structure of extracurricular work organization ensures the logic and consistency of the educational process, and the combination of modern forms, authentic means and digital extracurricular work tools creates a favorable environment for activating meaningful communication and cooperation, immersion in an authentic linguistic and cultural context, increasing media literacy and motivation of students.

We see prospects for further research in the study of difficulties and the development of a holistic methodology for organizing extracurricular work in English language using CLIL technology on the basis of interactive learning in senior secondary education.

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## АНОТАЦІЯ

**Подосиннікова Ганна, Чубарикова Анастасія.** Організація позакласної роботи з англійської мови з використанням технології «CLIL» у старших класах закладів загальної середньої освіти.

Дослідження спрямоване на обґрунтування методологічних засад та визначення ефективних шляхів організації позакласної роботи із застосуванням технології CLIL на уроках англійської мови у старших класах закладів загальної середньої освіти. Для досягнення поставленої мети було використано метод критичного аналізу та синтезу науково-методичних, педагогічних джерел, що стосуються теми дослідження, а також аналіз нормативно-правових документів. У статті розглянуто технологію CLIL в аспекті інтерактивного навчання іноземних мов. Визначено орієнтовні теми інтегрованих форм позакласної роботи з використанням CLIL на базі нормативних документів, які охоплюють такі сфери, як: «Природні катастрофи», «Наука vs. фейкові новини», «Вибір професії», «Здорове харчування та національні кухні світу», «Туризм як фактор розвитку регіональної економіки». Запропоновано та охарактеризовано модель організації позакласної роботи із застосуванням технології CLIL, яка складається з чотирьох взаємопов'язаних етапів: підготовчий, змістовий, практичний (координація дій учителя, виконання завдань учнями), та підсумковий. Охарактеризовано ефективні форми позакласної роботи, реалізовані на базі CLIL та інтерактивного навчання, зокрема: навчання на основі

проектів, метод «Storyline», симуляції та ділові ігри, кейс-метод і дискусійні технології. Для їх впровадження рекомендовано використання сучасних засобів, таких як автентичні матеріали, цифрові інструменти, інтерактивні дошки та мультимедійні ресурси, що сприяють інтерактивній взаємодії та гейміфікації. Системне застосування технології CLIL у позакласній роботі дозволяє поєднувати мовну практику з оволодінням предметним змістом, що природно підвищує рівень іншомовної комунікативної компетентності та зміцнює міжпредметні зв'язки, а також сприяє формуванню ключових компетентностей, навичок критичного мислення, міжкультурної обізнаності та співпраці. Запропонована модель забезпечує цілісний, науково обґрунтований підхід до організації позакласних заходів. Перспективи подальших наукових розвідок полягають у дослідженні труднощів, що виникають під час впровадження, та розробці цілісної методики організації позакласної роботи з англійської мови із застосуванням CLIL на засадах інтерактивного навчання в умовах профільної школи.

**Ключові слова:** позакласна робота, англійська мова, CLIL, інтерактивне навчання, міжпредметна інтеграція, комунікативна компетентність, міжкультурна компетентність, позакласні заходи, старші класи, профільна школа, заклади загальної середньої освіти.

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## **ТРАНСФОРМАЦІЯ РОЛІ ВЧИТЕЛЯ В СУЧАСНОМУ ОСВІТНЬОМУ ПРОСТОРІ: КРЕАТИВНІСТЬ, МОТИВАЦІЯ ТА ДІЯЛЬНІСТЬ**

Метою статті є теоретичне обґрунтування та визначення практичних шляхів розвитку творчого потенціалу школярів засобами мистецтва через впровадження методів імпровізації та діяльнісного підходу в контексті завдань Нової української школи. У статті запропоновано розглядати сучасний урок мистецтва не як процес трансляції інформації, а як простір для креативної взаємодії, де вчитель виступає фасилітатором, а учень — активним суб'єктом творчості. Автором розроблено алгоритм впровадження імпровізації, що включає етапи наслідування, варіювання та створення власного художнього образу. Результатом дослідження є визначення психолого-педагогічних умов, необхідних для ефективного навчання: формування стійкої внутрішньої мотивації, майстерне управління увагою дітей та використання ігрових форм роботи. Обґрунтовано доцільність застосування проблемно-пошукових методів для досягнення ефекту «дидактичного резонансу» — стану максимальної емоційної та інтелектуальної єдності вчителя й учнів. Окремо підкреслено роль національного мистецтва як інструменту формування культурної ідентичності та психологічної стійкості дітей в умовах сьогодення. Висновки та перспективи можуть бути використані для вдосконалення методики викладання інтегрованого курсу «Мистецтво». Подальші наукові розвідки доцільно спрямувати на розробку конкретних методичних кейсів для організації творчої діяльності в умовах змішаного та дистанційного навчання.