

URL:

<https://www.novaparadigma.npu.edu.ua/index.php/novaparadigma/article/view/34/20>.

6. Про ратифікацію Європейської хартії регіональних мов або мов меншин: Закон України від 15.05.2003р. № 802. URL: <http://zakon4.rada.gov.ua/laws/show/802-15>.

7. Турчин А.І., Деркач Г.С. Мультилінгвальний аспект мовної політики Європейського Союзу. *Франкофонія в умовах глобалізації і полікультурності світу*: збірник тез IV Міжнародної науково-практичної конференції. Тернопіль: ТНПУ ім. В. Гнатюка. 2023. С. 64-67.

8. Council of the European Union. Council Conclusions on Moving Towards a Vision of a European Education Area. Official Journal, accessed February 8, 2024. URL: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018XG0607\(01\)&rid=6](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018XG0607(01)&rid=6).

9. European Commission, Directorate-General for Education, Youth, Sport and Culture, Promoting language learning and linguistic diversity. Action plan 2004-06, Publications Office, 2004, accessed February, 2, 2024. URL: <https://op.europa.eu/en/publication-detail/-/publication/b3225824-b016-42fa-83f6-43d9fd2ac96d>.

10. European Commission. A New Framework Strategy for Multilingualism. Commission of the European Communities. Brussels, Belgium. accessed February 24, 2024. URL: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2005:0596:FIN:en:PDF>.

WAR THEME IN ENGLISH HISTORY CLASS

Olena Shon

PhD in Philology

Associate Professor

Department of English Philology and Methods of Teaching English

Ternopil Volodymyr Hnatiuk National Pedagogical University

Ternopil, Ukraine

The war in Ukraine presents new challenges and ways of teaching. Though sensitive, the war theme cannot be avoided as students must be aware of the events and developments in their country, form their personal attitude and understanding through analysis and discussions. In various courses the war theme can be incorporated and studied through their perspective.

One of the courses where war theme is studied is History of Britain. Thus various aspects can be discussed from the historical perspective and projected on modern events. One of the effective techniques the author frequently uses in the History of Britain classroom is the “Diamond game” that keeps students engaged, boosts discussion and encourages exchanging opinions. Here is the example of

the game used for studying the topic “Queen Boudicca and Celtic Rebellion”. Students are divided into groups and each of them is given the set of 9 cards each containing one of the reasons of Boudicca’s rebellion:

1. *The Romans beat Boudicca and her daughters.*
2. *Boudicca wanted to be famous and powerful.*
3. *Boudicca was cruel and enjoyed killing.*
4. *Boudicca thought she could defeat the Romans.*
5. *Boudicca thought the Gods would help the Celts .*
6. *Boudicca’s husband hated the Romans.*
7. *The Romans stole Boudicca’s land.*
8. *The Romans only made life harder for the Celts.*
9. *Boudicca wanted to conquer other countries.*

The students should take the 9 cards and arrange them in the shape of a diamond: put the card with the most important reason on top, then 2 cards in the second row, 3 cards in the third row, 2 cards in the fourth row and one card in the fifth row. The last card should contain the least important information; cards in the same row have equal importance.

While students work in groups the teacher monitors the discussion and participation. When the groups complete the task they present the results in turn agreeing or disagreeing with the other groups’ opinions, give reasons of their choice. They learn to distinguish between immediate and long-term reasons, discuss how the Celts defended their lands against Roman invaders, speak of the importance of Boudicca as a historical character and define the lessons the Celtic rebellion can teach us in the times when Ukrainians fight against the modern invaders.

Another example of studying the war theme is the context of the Norman Conquest, the event that had considerable impact on England and the English language. The students are given the task to watch the “The Animated Bayeux Tapestry” video [2].

The Bayeux Tapestry, thought to be made in the 11th century, within a few years of the battle, is an embroidered cloth that depicts the events leading up to the Norman Conquest of England in 1066. The video embraces modified text on the tapestry enabling students to perform different tasks.

For example, one of them is watching the video and completing the summary while watching:

1. The Cause of the Conquest:

In 1066 Harold was _____ king despite his _____ to William. William felt _____ at Harold’s _____ and decided to _____ Britain.

It was the beginning of the _____ invasion.

He ordered an invasion _____ to be built.

Weapons and _____ were carried onto ships.

2. Preparing for War:

The Norman invasion _____ across the Channel.

William's army _____ near Hastings where they set up _____.

William's cooks prepared a _____ in his honour and a _____ was built for defence.

Then, William prepared for _____.

3. The Battle:

The Normans _____ the Saxons.

Lewine, brother of Harold was _____ and Harold was _____ in battle.

In the end, the Normans were _____ and William the _____ was made King of England.

After watching and completing the task the students analyse the information about The Bayeux Tapestry with the view to speaking how the events of wars are commemorated in history and modern times. They discuss modern Ukrainian war art and topics it depicts. To make the connection the teacher suggests information about the artist and historical reenactor Serhiy Shamenkov from Odesa who creates “The Tapestry of Ukrainian Courage” or “The Tapestry of Victory” and depicts famous scenes from Russo-Ukrainian war using ideas and images of The Bayeux Tapestry [1].

The students read the interview with the artist where he explains how he works on his project, how the warfare has changed since the Middle Ages and how he uses images of The Bayeux Tapestry to depict modern weapons. They make conclusion how the manner of war changes with the times and make predictions about war and ways of maintaining peace and balance in the future.

The abovementioned activities are aimed not only at developing students' knowledge of British history. They develop their critical thinking, generating creative ideas, speaking skills, speech etiquette. What is more, they give the students the sense of perspective and awareness of the fact that all historical events are connected and understanding these connections is vital in modern time.

REFERENCES

1. Печерський А. Керченське «безмостя» і Лиманський «казанат» на гобелені української перемоги. URL: <https://armyinform.com.ua/2022/10/09/sergij-shamenkov-gobeleny-ukrayinskoyi-peremogy/>
2. The Animated Bayeux Tapestry. URL: https://youtu.be/LtGoBZ4D4_E