25 YEARS OF TESOL IN UKRAINE:

HONORING THE PAST AND SHAPING THE FUTURE.

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The collection includes convention papers of the reports made at the 25th Annual National TESOL-Ukraine Convention "25 Years of TESOL in Ukraine: Honoring the Past and Shaping the Future". More than 300 teachers from higher and secondary educational institutions shared their ideas, projects, research in the spheres of linguistics, discourse analyses, ELT methodology, CALL, sociolinguistics, translation studies, literature studies, etc.

The publication is aimed at EFL professionals, researches, students, post-graduate students, and all those interested in the theoretical and practical aspects of teaching and learning English.

«25 років ТІСОЛ в Україні: шануємо минуле і формуємо майбутнє»: тези доповідей (англ.мовою) / Укл. С. Зубенко. Ред. С. Зубенко, Л. Кузнецова – Львів : ПП «Марусич», 2020. – 246 с.

Збірник матеріалів доповідей «25 років ТІСОЛ в Україні: шануємо минуле і формуємо майбутнє». Понад 300 викладачів вищих і середніх навчальних закладів поділилися своїми ідеями, проектами, дослідженнями в галузі лінгвістики, аналізу дискурсу, методики викладання англійської мови, CALL, соціолінгвістики, перекладацькими та літературними дослідженнями і т. ін.

Видання розраховано на науковців, викладачів, студентів, аспірантів, магістрантів і всіх, хто цікавиться теоретичними і практичними аспектами викладання і вивчення англійської мови.

UNIVERSAL STRATEGIES FOR TEACHING FOREIGN LANGUAGES: TESOL INTERNATIONAL ASSOCIATION APPROACH

Lidiia Aizikova *(Mykolaiv, Ukraine)*

In the context of active integration of Ukraine into the world economic, political, informational and educational space, foreign language proficiency of the citizens becomes extremely important. This fact places great responsibility on the national foreign language training system and encourages the English language teacher community to learn from the successful experiences of their foreign colleagues. The achievements of the English language training system in the USA as a multicultural state, which has a long-standing practice of integrating representatives of many cultures and native speakers of different languages into the English-speaking community of the country, are undoubted. An extensive national English language training system has been successful thanks to the joint efforts of professionals who constantly work on theoretical and practical aspects of language education and teaching methods and actively disseminate their findings. International Association of Teachers of English to Speakers of Other Languages (TESOL) plays a leading role in this activity.

Theoretical and practical aspects of language education and methods of teaching English have been the subject of investigation for a wide circle of researchers **(**J. Abedi, S. An, K. Ballantyne, J. Batalova, P. Bode, H. Burr, N. Cloud, M. Dove, S. Echevarria, K. Ferriere, S. Fitzsimmons, F. Genesee, C. Goldenberg, E. Haas, E. Hamayan, S. Hayakawa, A. Honigsfeld, B. Keysar, J. Kim, J. Levy, R. Linquanti, V. Marian, **D.** Murphy, S. Nieto, G. Orfield, R. Rumberger, A. Sanderman, W. Saunders, G. Sunderman, T. Smyth, D. Schon, A. Shook, D. Short, M. Vogt, J. Zong та ін.**), whose achievements make the basis for the modern teaching practice.**

However, in the conditions of information overload in today's society as well as high workload, practitioners need specific guidance on improving the teaching of English [1]. Setting the goal to solve this problem, TESOL believes that an active interest in English language learning around the world generates the need for a common understanding of the second language learning theory and effective organization of the learning and assessment process, which are keys to the conscious decision making when teachers take into account all the significant factors in their practical activity [2]. International Association TESOL announced the basic set of universal key principles for English language teaching – "The 6 Principles for Exemplary Teaching of English Learners", based on decades of research in language education and theory of language acquisition.

Thus, exemplary teaching of English, according to the concept of the International Association TESOL, is based on the following six principles:
1) Know your learners.
2) Create conditions for language learning.
3) Design high-quality lessons for language development.

4) Adapt lesson delivery as needed.

5) Monitor and assess student language development.

6) Engage and collaborate within a community of practice [3].

Systematic and consistent adherence to these principles of exemplary English language learning will effectively adapt the learning process to the personal characteristics and experiences of students, will demonstrate teachers' confidence in their students' success, which will enhance their motivation and increase their productivity. An important element of the Principles is the promotion of continuous professional development of teachers, collaboration within professional associations, exchange of best practices and mutual support in solving current problems. The usefulness of the International Association TESOL recommendations in the context of the English language teaching system in Ukraine is undisputed, since the problems, the recommendations tend to solve (improving the effectiveness of learning, integration of relevant content, preparing students for cross-cultural communication, etc.) are extremely relevant to the national context.

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DRAWING ACTIVITY
ACTIVE SPEAKING PRACTICE

Elina Ananyan (*Sloviansk, Ukraine*)

"Our students need more oral practice!" These are the words that teachers often say and in order to provide their students with the conditions under which this "more oral practice" becomes effective they make every effort to find something fresh, exciting and challenging in ELT of the 21st Century. In this context *drawing* is getting more and more popular among enthusiastic teachers. They strongly believe that if we bring the arts, namely a drawing activity, to the language classroom it will inspire, motivate learners, it will make communication in English accessible and understandable to them.

In this paper I'd like to share my own practical experience of implementing the drawing activity in my English classes. I usually use it while working with junior students but it is

appropriate for senior students as well. It really helps students improve their English speaking skills. While "launching" this activity I motivate my students to practice English through using essential vocabulary, searching for synonyms, guessing meanings of unknown words from the context or paraphrasing, asking and answering questions. This activity can be certainly organized in different ways: every teacher is able to create his/her own format and style for its conducting. In my own teaching I focus on the strategy and tactics described below.

So, the first point here, to my mind, is to turn to this activity in the context of the topical vocabulary. It helps to organize the process in such a way that it won't be detached from the essential vocabulary that students learn, quite on the contrary, it will stimulate and activate the use of the topical lexis.

Then in order to practice topical vocabulary stuff effectively teachers should google the right pictures, images thoroughly and scrupulously. While selecting pictures and images teachers have to pay much attention to the content of the selected one: lyric abstractions and chaotic subject of the picture will impede the students' work. Teachers should understand that this is an English class and drawing a picture is just a means to practice English. The picture should not puzzle the learners. It should help the learners hone their knowledge of the topical vocabulary through realistic images and clear subject.

I believe that it would be useful to prepare the so-called prompts: cards where words which are so required for drawing but still unknown to the students are listed and defined. It helps learners proceed in this activity more successfully.

And now I'd like to describe the format according to which this activity is held in my classes. Students work in two-member groups. One of the students positions himself/herself as an artist and the other – as a client. The client comes to the artist and asks him/her to draw a picture. The artist agrees. They sit with their backs to each other. And that's the so-called "intrigue" begins: the client describes the things that are expected to appear on the canvas (the client uses the picture selected by a teacher) and the artist follows all the instructions industrially. Partners must communicate exclusively in English. All the elements of communication, namely describing, explaining, asking questions, detailing, are involved. The client is to describe his/her order in much detail taking into account such categories as the colour, the size, the shape, the location, the age, the origin, etc. Then "the moment of truth comes", the moment when the artist demonstrates his/her "masterpiece" and the others make a friendly judgment about such criterion as "Being Original". The ready-made canvas shows how effectively the students communicated, how diligently they tried to use essential vocabulary, and how good they were at it. The teacher, summing up the effectiveness of this activity, is to set the further perspectives of his/her work.

In conclusion, I'd like to emphasize that while using the drawing activity in the language classroom students get "More Oral Practice", "More Active Communication", "More Challenging and Exciting Way to Practice Speaking" and yet feel great pleasure, excitement and joy.

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WARMING UP IN THE LANGUAGE CLASSROOM

Nataliya Andronik *(Chernihiv, Ukraine)*

The saying "A good beginning makes a good ending" fully reflects the expectations of the English lesson. A well-planned beginning of the lesson warms the students up – sets the tone of the lesson, engages the students into speaking English and being interested in the topic of the lesson. The term "warming up" comes from sport. Warming up prepares the body for more intense movement and activity and prevents stiffness, injures and poor flexibility [1]. It has the same effect in the English classroom: a lot can be said about students' unwillingness to talk, lack of motivation, fears of making mistakes…without a good warming up. Therefore, the purpose of this article is to show the possibilities of using warming ups in the language classroom.

Warming up is the first activity of the lesson. Students may come tired or overexcited from the previous classes and the teacher's task is to tune them for the lesson. In everyday life students do not have much opportunities to use English so it is also vital to switch them from their native language (Ukrainian, Russian) to English.

Warming-up takes just up to 10 minutes of the lesson and the activities should be easy, communicative and involve the participation of the whole class. This is the time for ungraded speaking when students are not afraid of making mistakes. It's also important to incorporate the idea of fun into the warming up activities. Positive atmosphere increases students' academic achievements, their desire to participate and leads to increased self-esteem. When the beginning of the lesson is always fun and relaxing, students will try not to miss it! So it can also solve the problem with truancy and discipline in the classroom.

Warming up should not be something isolated and only be fun for fun – it has to take into account the objectives of the lesson. It can either be focused on reviewing the language from the previous lesson, or it can be an introduction to a new topic. In this case the teacher can even monitor how good the students are at the new material and what to concentrate on further in the lesson.

We have been using "New Language Leader" series (level Intermediate) by David Cotton, David Falvey and Simon Kent [2] with first-year students as future English teachers at National University "Chernihiv Collegium" named after T.G. Shevchenko (NUChC). For the topic Education (Unit 6), for example, the following activities can be used.

To introduce Unit 6 Education:

- Look at the photo, page 56. Does it remind you of your school time?
- Read the quotation "Education's purpose it to replace an empty mind with an open one" by Malcolm Forbs, page 56. In pairs or groups of three discuss the quotation and then report the ideas to the rest of the group [2].
- Let's do Kahoot quiz on Education. *For example*, who said, "Education is the most powerful weapon which you can use to change the world"? (Socrates, Donald Trump, Nelson Mandela, Steve Jobs) etc. (subunit 6.1)

To introduce Subunit 6.2 Montessori:

- In pairs brainstorm the ideas. A good teacher is …. A good students is … (from the point of view of teachers and students). Report the ideas to the rest of the group.

To activate previous knowledge and vocabulary about Maria Montessori and introduce the grammar topic Defining Relative Pronouns:

- The teacher enters the classroom looking confused and says, "I forgot! What's the name of the contest you took part last week?", "I forgot! What's the name of the educationalist <u>whose</u> method of teaching influenced people all over the world?", "I forgot! What is the place <u>where</u> Montessori set up a children's home?" etc.

To sum up, using warming ups brings a lot of benefits into the learning process and shouldn't be neglected by teachers.

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BLENDED LEARNING

Hanna Androsiuk *(Kyiv, Ukraine)*

Blended learning is a flexible way of completing your course of study, combining online aspects with in-classroom experience to allow for an accessible learning style. In a blended course, students may view lectures, access readings, ask questions and complete assignments online, so time in the classroom can focus more on discussion and activities. It creates opportunities to study a wide range of subjects and gain qualifications while learning flexibly, whenever and wherever suits you.

Blended learning is the integration of digital tools, techniques and materials with the physical classroom. In a blended course, students may view lectures, access readings, ask

questions, and complete assignments online in virtual learning environments (VLE) like Moodle and through online classrooms such as Zoom, freeing up in-person class periods for discussions, activities and traditional lectures. Other terms, such as mixed, hybrid, or integrative learning, all describe the same method of teaching.

Becoming certified in any professional area can enhance your job prospects. Online learning with user-friendly digital technology can mean pursuing your passion for a subject area or acquiring valuable qualifications which can give your career a welcome boost or offer an exciting change of direction.

Blended courses combine the freedom of e-Learning with the opportunity to personally interact with lecturers and fellow students. For example, the lecturer, or facilitator, may assign an online video for students to watch, and then spend the class discussing the content, demonstrating different methods and allowing students to practice techniques with immediate, instructive feedback. Blended courses offer numerous other benefits, including:

- Flexibility: busy, geographically dispersed and mature students have more control over their schedules, avoiding the hassle of a daily commute.
- Independence: students often develop independence and motivation by working in their own time at their own pace.
- Diversification: students have access to a rich array of learning tools and styles they may not encounter in the traditional classroom.
- Support: students experience the personal engagement and support of interacting with their lecturers and classmates while benefiting from the flexibility of online delivery.

The online and blended courses employ flipped and online classroom techniques, high-end video lectures, online activities and state of the art digital technology, to provide students with a quality learning experience. We engage with students from their initial enquiry and induction to online mentoring, regular face-to-face sessions and round the clock support from a dedicated e-Learning team.

While different courses will vary, blended courses are generally made up of three elements:

- Weekly video lectures, tasks and quizzes, completed in your own time, wherever you are.
- Monthly live webinars, which you can join from anywhere with an internet connection.
- Occasional on-campus classes, generally held one Saturday of every month.

Blended teaching occurs through online Learning Management Systems (LMS) like Moodle, Canvas or Blackboard. These digital platforms mimic the physical classroom, offering regularly updated content, and allowing learners to interact with their lecturer and fellow students through webinars, online group activities and discussion forums. Online activities may take place synchronously, with every student logged in and cooperating in real-time, or asynchronously with students participating at their convenience following a flexible timeline. Content in blended programmes is fully comparable to material offered in traditional courses; only the delivery method is different.

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JAZZ EPOCH IN THE NOVEL
OF FRANCIS SCOTT FITZGERALD "THE GREAT GATSBY"

Helen Anisenko, Tetyana Mykhaylova *(Kharkiv, Ukraine)*

The process of perceiving the creative heritage of Francis Scott Fitzgerald was complex and controversial. Along with such writers ase W. Faulkner. E. Hemingway, T. Dreiser, S. Anderson, Fitzgerald proved to be a true artist. The American literary process in the 20-30s is a period of prosperity of US literature. It is impossible to trace the patterns of development of American literature without considering the writer's works. Therefore, the appeal to Fitzgerald's creativity seems important and relevant.

The works of the writer were evaluated during his lifetime by such artists as W. Faulkner, E. Hemingway, T. Wolfe and others. But the critics treated Fitzgerald's works inattentively, they could not evaluate the uniqueness of his works. Therefore, even for some time after the death of the author, his works were considered to be secondary.

Only after 1950, when Fitzgerald's first book appeared, the interest in his works has grown. Many works were published during this time, which included novels, stories, and essays. Nowadays, the fact that the name of the American artist is rightfully one of the pinnacles of world literature is no longer in doubt, and his creative heritage is worth to be studied.

Francis Scott Fitzgerald is famous for his novels, which highlight the problem of "American dream". In the past his creativity was not estimates properly, but now the problems, which he focused on, are important in modern life.

His novel "The Great Gatsby" was dedicated to "jazz epoch". That period was characterized by the novels about "lost generation", about Americans who believed nothing. The title "jazz epoch" America received from the collection of stories by Fitzgerald, which was published in 1922. Jazz was considered to be the art, in which dynamics and psychological wretchedness was expressed as the brightest feature of the epoch. "The Great Gatsby" is considered to be the illustration of "jazz epoch". Every episode in the novel is full of the atmosphere of that time.

The problem of "American dream" occupies the important place in the creativity of the writer. He proves how unsound by that time became the idea to achieve success by honest

ways in his time. How it turns out in the novel "The Great Gatsby", "American dream" according to Fitzgerald, is the illusion and reaching success leads to disappointment and depression.

The main hero of the novel, Gatsby, is the true symbol of "American dream". He is condemned to the failure because he wanted to return the past but this is impossible. The disappointment waited for him in either case but he could not part with the dream. It formed his personality, his life.

The style of Fitzgerald is unique. We found out, that preference is given to certain devices. So, the writer uses such devices as fantastic elements, irony and hyperbole, "double vision", which played the important role in Fitzgerald's artistic system. The typical feature of the composition of the novel is "recalls", the stylistic device, which symbolizes the return to the past. The line of the past is presented in the novel from the beginning till the end. The unity of the past and the resent is also presented in the novel.

Fitzgerald's works contain typological coincidences with the works of F. Dostoevsky. The common features of works of both authors were in the use of such stylistic tool, as the stream of consciousness. Dostoevsky predicted this, and Fitzgerald reflected modernist tendencies in 20th-century literature.

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TEACHING PERSUSIVE WRITING IN ESP

Anetta Artsyshevka (*Lviv, Ukraine*)

This research provides an overview of persuasive writing: general goals, the appropriate tone, and various rhetorical devices for enhancing persuasiveness through sentence structure, paragraph structure, and word choice.

One of the most essential demands of legal writing is persuasiveness. In order to achieve persuasiveness it is necessary to take into consideration the following elements of persuasive writing, i.e. general goals, the appropriate tone, and various rhetorical devices for enhancing persuasiveness through sentence structure, paragraph structure, and word choice.

The object of our interest is the study of rhetorical devices functioning in persuasive legal writing. Rhetorical devices are means of achieving emphasis through special sentence

structure, paragraph design and wording. The object of our interest is the study of rhetorical devices functioning in persuasive legal writing. Rhetorical devices are means of achieving emphasis through special sentence structure, paragraph design and wording.

Persuasive Effect can be achieved with the help of sentence structures.

a) In order to achieve such effect stressed words are placed at the beginning or at the end of sentences and short sentences are used for special emphasis.

b) Subordinate thoughts should be put in less emphatic positions.

c) Active voice is preferable for forcefulness. In general, sentences should be written in the active voice, i.e. using a subject-verb-object pattern.

d) Parallel construction is used to draw attention to similarities between cases or ideas.

e) Parallel construction is used for rhetorical effect. Similar structure in a pair or series of related words, phrases, or clauses will make them more memorable, both in legal writing and in oral advocacy.

f) Rhetorical questions, i.e., questions to which no immediate reply is expected, may be used sparingly as emphatic variations.

Persuasive Effect with Paragraphing:

a) In each paragraph it is necessary to state your argument or position first – not the opponent's – and state it affirmatively. Contrary evidence should be acknowledged or the opposing argument should be stated in the middle of the paragraph. Next, contrary evidence or opposing argument is refuted and, finally, the writer's argument is restated in a conclusion.

One purpose of this structure is to put favorable arguments and facts in the most conspicuous place (the beginning and the end).

Another purpose of this structure is to give a balanced analysis of the issue that is to reflect fair consideration of both sides even if only one is fully developed in the paragraph [2, p. 87].

b) short paragraphs are used for emphasis. A one-sentence paragraph should rarely be used, but a short paragraph containing simple, direct sentences may be effective because of its spareness.

Achieving Persuasive Effect with Language

a) Word connotations should be considered in addition to their literal meanings. Words create impressions. The writer's task is to choose words that create the appropriate impressions for their persuasive purpose." Now, words in their proper order are the raw material of the law, and words have a magic of their own; they have color and sound and meaning and associations. but the choice of words in the right order have a more magical power still" [1].

The ability to use figurative language skillfully develops over a lifetime of writing. Metaphors and similes should be fresh. Clichés should be avoided unless "renovated" Unpersuasive writing should be avoided [3, p. 93].

In order to achieve persuasiveness it is necessary to take into consideration the following elements of persuasive writing, i.e. general goals, the appropriate tone, and various rhetorical devices for enhancing persuasiveness which can be done through sentence structure, paragraph structure, and word choice.

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CAN DICTATIONS BE FUN?

Natalia Bazan (Yuzhny, Ukraine)

What do you think of when you hear the word dictation? Probably you think of it as something boring, old-fashioned and teacher-centered. Are they really not worth attention? Can't they be student-centered? What are their advantages and disadvantages?

Dictation activities work well in the classroom for many reasons. Firstly, they can be done with any level and can be graded for a multi-level class. Secondly, dictations usually require no or little preparation as well as photocopying. What is even more important, dictations develop all four skills: listening, reading, writing and speaking.

Dictogloss –the King of all dictation. The four skills are integrated; it is student-centered as well as engaging.

How to hold this dictation activity:

Choose a short text and tell students you are going to read it to them 3 or 4 times at normal speed. Dictogloss has 4 stages: preparation, dictation, reconstruction and analysis with correction.

During the preparation stage you have to introduce the topic, the language focus and the key vocabulary.

When they listen for the first time, tell them to write down the content words they hear (nouns, verbs, adjectives, adverbs). Read the text at a normal speed. Let them compare what they wrote down with their partner.

When they listen for the second time, tell them to write down the content words they missed. Again, ask them to compare with their partner. They should, at this stage, have identified most of the keywords.

When they listen for the third time, tell them to see if they can fill in the missing grammar words (pronoun, preposition, auxiliary verbs). When they compare with their partner this time, they should be able to write down the sentences.

The students compare reconstructions with other groups and discuss differences.

Opinion dictation – is a perfect activity which gives opportunity to develop speaking skills as well as writing.

How to hold it:

Ask students to divide the page in their exercise books into 3 columns. Tell them to write *I agree / I disagree / it depends* at the top of the columns. Say that you will dictate some sentences and their task is to write them down in the column, which expresses their opinion.

Example sentences:

Every student must wear school uniform.

Everybody should speak English in today's world.

Internet is the most important invention of the 21st century.

Having written the sentences down students work in pairs, compare their answers and justify their opinions.

Running dictation is an enjoyable and exciting activity which is really student-centered. While moving around the classroom students are really involved and engaged.

How to hold it:

An old favourite, this involves pinning texts up around the room with teams of pupils running up to them, reading them, remembering as much as they can, running back to their team's scribe and dictating. Pupils swap roles and the aim is to get the text down as quickly as possible. You can award points for being first to finish, but also take off points for any mistakes made to ensure students check their work carefully.

As an option you can pin the definitions up around the classroom and the task is not only to dictate the sentence but to match with appropriate word. For examples, scribers have *destroy, erupt, flood* etc. on their sheet of paper and on the wall around the class you have definitions of these words which runners have to read, remember, dictate and together they should match the definitions to the words.

ECLECTIC APPROACH
IN ENGLISH LANGUAGE TEACHING

Iryna Bets *(Khmelnytskyi, Ukraine)*

Eclectic approach is a method of language education that combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners. Different teaching methods are borrowed and adapted to suit the requirement of the learners.

The eclectic approach has several advantages. It connects classroom experiences to the daily life activities of the learners. That helps learners to understand new knowledge by drawing on what they already know. Thus, learning is not strange because the activities are life-like.

Language learning is qualitatively different from other types of learning, because special qualifications and training are required for the English language instructor. Each of the well-known methods (e.g. grammar – translation, reading, audio – lingual and communicative) has its own features concerning language learning. Some of these approaches and methods are more effective than others. However, they all have some weaknesses and some strengths. Methods may supplement one another especially when there is no one method that can fulfil all language goals and programme objectives.

One of the major premise of eclecticism is that teaching should serve students not methods. Thus, instructors should feel free in choosing techniques and procedures inside the classroom. There is no ideal approach in language learning. Each one has its merits and demerits. There is no loyalty to certain methods. Instructors should know that they have the right to choose the best methods and techniques in any method according to students' needs and learning situation. Instructors can adopt a flexible method and technique to achieve their purposes. They may choose whatever works best at a particular time in a particular situation.

Unlike any other influential educational theory, the "Eclectic" theory has caused different attitude of many researchers of English language teaching. The development is further progressed into sharper analysis. Some people advocate it greatly and some criticize it harshly. Of course, it has its own advantages and disadvantages. The advantages lay in general understanding aspects. Firstly, with this theory, it becomes easier and more possible for the learners to understand the language of the text with the context of culture. Secondly, it blends the practices of listening, speaking, reading and writing into an organic whole. It is obvious that any one method does not serve the right purpose of teaching English. This is how teaching English by combination of various methods and approaches will help the instructor to teach English effectively. Teaching of English should be made easy by bringing into realistic situation, the best way of teaching English is by creating situations. The situation makes the language easily comprehensible. It connects a closer link between an expression and its usage by coordinating meaning. It is also important that creating situations should be appropriate to students' level and their context of culture.

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HOW TO PROVIDE MEANINGFUL FEEDBACK TO YOUR STUDENTS

Olha Bershadska (Kyiv, Ukraine)

Research says that there is no such a factor that influences learning as much as feedback [2; 5]. Nevertheless, we have all been there: our students want feedback, we spend long hours writing comments, but when they get it, they either are not satisfied with it or do not use it. Several rules will help a teacher make feedback more helpful and the less stressful element of the learning process.

Pick the best feedback strategy

Feedback must be planned at the course design stage. There are two approaches to understanding the idea of feedback. One is, in general, a comment given or written after the assessment took place. However, another one, which is proving its efficiency, sees feedback as an interactive process that is integrated into the teaching/learning process from the very beginning and is aimed at students' sense-making and implementing the new sense into their future action [5, p. 7]. When assessment tasks are not well-aligned or are only submitted at the end of modules, there is limited scope for students to apply insights from teacher comments [3]. So, such learning activities as analyzing exemplars, peer feedback, and self-evaluation are essential elements along the whole course.

Considering the *frequency* and how often students will receive feedback on their work and in what form is the next necessary step. Students should be given the opportunity to receive feedback on their learning at multiple points through the course [4]. This strategy will help plan the teacher's *time* as well because if students receive feedback soon after their task has been submitted and with enough time before they should submit their next task, they have a chance to reflect on their learning, edit their work, and get a better grade.

At this stage, it is also essential to develop the *criteria* that will be used to assess the work itself. It will help the teacher and the students to focus their comments on the work or the process used to do the work but not the student personally. So, plan the types of tasks students will perform during the course and develop checklists or rubrics for those.

Choose the best way to communicate the feedback

Meaningful feedback should encourage teacher and peer dialogue around learning [4]. In order to keep the safety of the learning environment, we should remember that feedback should remember that giving feedback is a very sensitive process. Besides, it is essential to remember the purpose of the process, which is to facilitate learning. During the course, the teacher can use the following reflective questions and suggest them to the students:

Do I find something positive to say about the work?

Does my feedback both justify the grade/comment given and guide students on how to improve their work?

Is the feedback given written in a way that judges students' work rather than their 'abilities'?

Is the feedback related to the task and the learning outcomes?

Is the feedback clear and concise, with a focus on key points?

Develop student feedback literacy

Giving and receiving feedback might become a challenging experience. This is one more domain where we, teachers, can support our students. There are four features of feedback literacy, and teachers can demonstrate and encourage students to (1) appreciate the learning effect of the feedback and recognize it in any form; (2) make sound academic judgments their own work and work of others; (3) manage affect, avoid defensiveness when receiving critical feedback and (4) take actions in response to received information[3].

All in all, to make feedback a learning tool, we should plan it ahead, design peer-feedback tasks, be aware of the importance of the way feedback is communicated, and develop our students' feedback literacy.

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SUPPORTING LEARNERS WITH READING DIFFICULTIES IN THE EFL CLASSROOM

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English as a foreign language is one of the key subjects nowadays. Unfortunately, it can be really challenging to students with reading difficulties such as dyslexia. These learners may need specific attention in the primary English language classroom and it is the teacher, who can offer support for their special needs. A teacher of English is not in the position to identify any learners of English as a foreign language as dyslexic ones. Yet we acknowledge the presence of students with different learning difficulties in an English language classroom and there is need to know how to help learners with reading difficulties to master a foreign language.

Currently English language teaching in Ukrainian primary schools aims at listening to songs and stories, repeating word combinations and language chunks, memorizing vocabulary items. However, little time is devoted to developing the areas of phonology and structured teaching of sound-letter patterns, observing risk factors of reading difficulties and identifying those students who may need extra support.

English is not phonetic and Ukrainian is, so problems may show up in the English language classroom. Students learning English may have problems with phonological processing (linking sounds to words), visual processing (seeing words and letters) and working memory (remembering what has just been said).

The English teacher makes methodological choices and the procedure which goes from recognizing sounds (learners discriminate a new sound in a variety of contexts), to associating it with the most common orthographic representation (by using pictures or/and movements, for example), and to reproducing the sound and the letter(s) through multi-sensory activities. Research suggests that multi-sensory teaching stimulates learning in students with reading difficulties; playful methodology engages young learners into phonological games and tasks. This way children are not demotivated or distracted.

It is crucial for the teacher to observe the primary students, to identify their specific needs and accommodate them in the foreign language classroom. A profound work on English sounds with primary students during the "before reading" period can support the development of their reading skills in future and offer better opportunities to students with reading difficulties.

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THE CONCEPT OF "NATURE" IN POETIC LANGUAGE

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In poetry, the individual conceptualization by the author of the surrounding world is predominantly individual, which in turn depends on the universal laws of the universe. Individual and universal elements can be the same and different from each other. Disclosure of the content of the unity of concepts within a certain conceptosphere, its explication, was

the subject of L. Babenko's research, who proposed a method for semantic derivation of its components from a set of linguistic units that reveal a certain microtheme. According to this technique, the general features of the concept are formally represented by the linguistic units of one semantic field, which determines a certain integrity of the conceptosphere. At the same time, the key concept is "the core of the individual-artistic picture of the world" [Babenko, 2005, p. 82]. In other words, to distinguish and explore elements of the conceptual sphere "nature" it is necessary to define the key ones in a certain poetry, conditioned by the subjective and artistic worldview of the author. These words form in the text semantic complexes representing the author's intentions.

Due to the fact that the concept of "nature" has for many years mixed knowledge of a certain object, falling under the interpretive influence of other concepts in the corresponding semantic field and concepts adapted by other ethnicities, not only does it form a certain metaphorical construction, but and metaphor forms the concept, extending the boundaries of the corresponding natural image (this is how lexemes "snow", "winter", "star", "hut", etc. became concepts). That is, the poet is able to form his own metaphors that conceptualize the lexemes and their recipient or donor elements.

However, F. Reviron-Piegue states that it is the individual factor which is determinative, although ethnic perception depends on the personality of a person who perceives a certain natural phenomenon or object, and not on that person's own identity in his or her ethnicity [Reviron-Piegay, 2009, p. 1-2]. Consequently, the concept evolves from individual to general, and the ethnic general conceptual sphere is a kind of base from which knowledge about a particular natural phenomenon is spread to the corresponding ethnic group, stored in the genetic code.

However, many concepts, such as "nature", "space", "tree", "water", "star", etc. are universal for most ethnic linguistic cultures, intersecting in certain planes, and one single concept becomes common to different spheres, acquiring with additional connotations - according to the habitat of a certain ethnic group and the priorities of the latter.

The conceptual sphere "nature" is divided into segments (subconceptospheres), for example, zoological, phytological, meteorological, space, which in turn are divided into conceptual categories "birds", "fish", "animals", "trees", "elements", etc. . In their structure, we can identify nuclear elements, which are concepts, with which all elements of the respective subconceptosphere and categories are connected with associative links. It should be noted that the cognitive aspect of the concept may not be verbally expressed, but semantically related to the language sign and expressed at all levels of the language system.

Despite its considerable semantic scope, concept "nature" is included in the lexical system of language as a separate linguistic sign, and therefore this sign, the lexeme, needs to be analyzed both functionally and etymologically.

The lexeme "nature" has the following functional meanings:
-   the organic and inorganic world in all its totality and connections, which are the object of human activity and knowledge, all that is not created by human activity, being, matter;
-   the set of physical and mental features that make up a personality and which are manifested in his or her actions, behavior;

- set of basic qualities, properties of something, essence [CYM, 8, p. 7-8].

Etymologically, the lexeme nature is derived from the etymon genus with derivative forms of people, give birth, harvest, breed, ancestral species and others. [ESUM, 5, p. 88-89], that is, with the semantics of "born". However, this phenomenon is not born by a person, and therefore the first functional meaning fully corresponds to its essence (in the above definition, there is a sign "all that is not created by human activity").

Modern Ukrainian scholars analyze concepts in the works of individual writers and poets. These are not the units that form the artist's idiostyle, they are archetypal concepts that have universal features, but they acquire additional peripheral features in the author's metaphorical designs.

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MAKING THE BEST OUT OF THE WORST
(Teaching Methodology to Master Students)

Svitlana Bobyr (Chernihiv, Ukraine)

What do teachers have to do when the learning conditions are getting worse and worse? When the reduction of academic hours becomes crucial for the subject, and they cannot change it, and well-known methods and techniques do not work any longer? The answer is: they have to rack their brains and elaborate the best out of the worst! There is no other way out if you are a keen teacher.

This is what happened a couple of years ago with the Master course of FLT Methodology to University Students. The number of classroom hours for this subject in the Curriculum was suddenly cut from 66 to 30, the total number of academic hours remaining the same – 150. The remaining 120 hours were allotted to self-study work. The two previously taught courses of teaching FL to the students of linguistic and non-linguistic universities were united into a universal one addressed to no one.

The simplest solution of the problem seemed to abandon one of the courses and teach the other one following the corresponding syllabus. And the victim was obvious – FLT methodology to the students of non-linguistic universities. But why?! Who ought to prepare

FL teachers for non-linguistic universities then? Or do they not need a special training? Why must the twenty-year experience of successful preparing teachers for non-linguistic universities be neglected?

As there was no time to develop a better solution we decided to try and do the impossible – teach the two methodologies together systemically making comparison wherever necessary so that the MA students would presumably grasp at least the main differences between teaching FL as a major and non-major subject.

Unfortunately, this attempt failed for there was too much confusion in the brains of the trainees coursed by the abundance of theoretical material and comparison at a time, and lack of practical hours. Students got lost in the fundamental principles of teaching FL in different types of institutions, the approaches to teaching language aspects and communicative skills in this or that type of university, the preferable technologies that should be applied due to different aims, teaching conditions, and psychological peculiarities of the students of these universities. They were unable to coordinate their choice of exercises with the final goal of teaching, and they often used wrong techniques of control and could not explain the criteria of assessment.

With the idea to elaborate an effective model of teaching two methodologies in spite of the tough conditions lingering in mind, we analyzed the pros and cons of the systemic and comparative approaches thoroughly and tried to integrate them sequentially next year.

This time we began with teaching FLT Methodology to linguistic students applying the systemic approach only as we used to do it for years. It allowed us handling a complex system of this very course with a global point of view without focalizing on details. While listening to the lectures students gradually covered the whole structure of the course and built up their vision of inner links and interrelations of the elements within the whole system. They coped with written tests and self-study assignments successfully, which testified to the fact that the material was mainly mastered.

Practical hours were dedicated to teaching FLT Methodology to non-linguistic students. We sent the summaries of the lectures and plans of practical classes to the students via an e-mail and applied the technology of a flipped classroom. Students got acquainted with the plan of a certain practical class, read the content of the corresponding lecture trying to find the answers to the given questions and appeared in class to discuss the theme with their group-mates. This time the emphasis was laid on comparison. Each theme was thoroughly examined and contrasted to a similar pattern referring to a linguistic university thus trying to identify general and different patterns of FL teaching in two types of institutions. The teacher's task was to put proper accents, summarize the results of the discussion and test the students' knowledge.

Sequential integration of the systemic and comparative approaches, application of such innovative technologies as blended learning and flipped classroom, and a wide use of ICT helped us solve the problem of teaching FL Methodology to Master students in extremely unfavorable conditions to the best. The results of tests, semester and final exams, high motivation to mastering FL Methodology, critical thinking, and independent decisions are the proofs of successful professional methodological competency formation. Keen teachers can work wonders.

FORMATION OF FUTURE ENGINEERS' ECOLOGICAL CONSCIOSNESS BY MEANS OF THE ENGLISH LANGUAGE

Boiko Svitlana (Kharkiv, Ukraine)

In order to solve the current and future environmental problems facing the world community, and the Ukrainian society in particular, it is necessary to train such specialists who would change the ecological strategy and tactics, be able to carry out the appropriate environmental policy, organizing the formation of the ecological culture of Ukrainian citizens. Most of the problems connected with the ecological consciousness formation in modern engineer students are close to their general cultural level, which is not high enough, and it was noted by domestic and foreign researchers (O. Bondar, T. Sayenko, O. Petryshyn, S. Gilyamyrov, A. Makoedov, and others), as to students of technical specialties and based on a detailed analysis of educational systems from different countries of the world. The effective formation of the ecological consciousness in competent future engineers takes place on the basis of creation "ecocentricity" in their minds, which, unlike anthropocentricity, is associated with a thoughtful and cautious attitude to nature. The socio-cultural dimension acts as integrating, combining the living and mental characteristics of environmental competence, which appears as a measure and level of environmental culture in the activities and relationships of people.

In order to achieve this, the departments of humanitarian disciplines of technical sciences, in particular the chair of foreign languages, according to the author's opinion, should set and solve the following tasks:

- Introducing environmentally-oriented thematic blocs, such as "Environmental problems of today", "Industries vs. Ecology", "Green technologies – our way to future", etc, in foreign (English) language training for future engineers.
- To widely use the future professional activities game simulations related to environmental production. In order to form the language competence (English), students learned to think in ecological way "in the interests of nature".
- Organize English-language students discussion clubs and web symposia on environmental topics (Ex. "Humanity vs. Technology") in close cooperation with profile professors, foreign students and native-speakers.

Such an approach will make it possible to broaden and deepen the students' knowledge of English and also the understanding of ecology, not only as a sort of "conservation of nature" but also as ways of cooperation with it for the common good. The main goal is to transform the image of nature into a consciousness of the future engineer not as an "environment", object of consumption or protection, but as a subject of dialogue and coexistence with us, people, and with our technologies.

The practical significance of this study is that the proposed method of "environmentalizing" the content of teaching for engineer students (in particular, by means of the English language)

brings dual benefits, both for knowledge of the subject and for understanding the world in which and with which we try to live.

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THE USE OF AVTIVE TEACHING METHODS

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The article discusses the use of active teaching methods using the example of holding classes in the form of meetings of a discussion club and the use of role-playing in English classes.

Key words: Active methods, cognitive activity, motivation, foreign language.

At present, the modern system of higher professional education is being reformed, higher requirements for the quality of graduate training are being imposed. In this connection, the question of the need to optimize the teaching of foreign language in non-language faculties, as well as the search for new ways and means of forming interest in education, the application of effective ways to activate cognitive activities, the intensification and individualization of the educational process, the improvement of the quality of foreign language education in higher school as a whole, is urgently raised. Increasing the motivation for studying foreign language by students of non-language university is an important issue for the pedagogical community.

The problem lies in finding models, methods of teaching that have a positive influence on the attitude to the study of a foreign language, makes it personal-important, responsible and effective. A significant role is played by a teacher of a foreign language, who, using modern means, forms and technologies of education, forms new effective approaches to the development of student motivation, increases the effectiveness of the learning process. Extensive opportunities for stimulating cognitive activity are provided by active methods of education, which are based on the principles of joint creative activity of students and teachers, effective exchange of experience, correction of training, establishment of business ties.

The most common methods are such as problem training, the use of elements of research and creativity, project activities, "brainstorming", the organization of discussion groups, various types of role and business games. It is intended to use such a system of methods, which is aimed mainly at the independent mastering of new educational material by students in the process of active cognitive activity. Thus, active teaching methods are learning through action. In such training, the activity of students is supported by a certain system of motivation, which includes the use of such motives as: a) interest in the future profession; b) the creative nature of educational and cognitive activities; c) competition, the use of elements of the game in classes.

The use of active methods has a significant impact on the preparation of students for future professional activities, equip them with basic knowledge, form the skills and skills required by a qualified specialist. It should be noted that the activation of the educational process involves the assimilation of professionally significant knowledge through independent or supervised teaching It should be noted that the activation of the educational process involves the assimilation of professionally significant knowledge by means of an independent or guided search of means and ways of solving important theoretical and practical problems. In addition, all active methods are aimed not only at mastering specific knowledge, but also at improving certain skills of specialists: Strengthening the ability to analyze, make responsible decisions in complicated conditions, the ability to react quickly. Thus, the use of role-playing game gives an opportunity to instill the students an interest in the language studied; creates a positive attitude to its study and use; stimulates independent speech-making activities of the students; increases motivation to study a foreign language and allows non-language students to practice speech interaction in a foreign language in their professional activities and forms the optimal experience of active cooperation with the teacher and group.

In the light of the above, it can be concluded that the introduction of active methods and the use of such forms of work as student conferences, discussion clubs and role games will contribute to the individualization of education and to the improvement of the language training of students. The application of information technologies in the educational process activates the cognitive activity of students, increases motivation to study the foreign language, provides an individual approach in accordance with the level of knowledge of students and the rate of study of the material, which contributes to the intensification of the educational process as a whole.

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THE POTENTIAL OF METAPHORICAL ASSOCIATIVE CARDS
IN TEACHING ENGLISH FOR FUTURE PSYCHOLOGISTS

Oleksandra Bondar (*Kyiv, Ukraine*)

The article sheds light on metaphorical associative cards (MACards), or metaphorical cards, as a psychological therapeutic tool and presents system of exercises of their use for teaching English as a specific language. ESP requires not only subject-specific materials and vocabulary, but also using subject-specific tools, especially techniques of art-therapy, which can gently develop an ability to find the most appropriate communicative means within the shortest time for resultative communication [1; 14]. Apart from their therapeutic value, such tools can be easily incorporated into English languages classes, they could give rich base and stimulus for students' speaking and writing skills development, confidence and motivation increasing, building professional competence of future psychologists.

The use of metaphorical (projective) associative cards (MAC) is one of comparatively young fields of art-therapy. They were first used about 40 years ago by a German psychologist Moritz Egetmeyer, a founder of OH Cards Institute and publishing house «OH Verlag» (1985). MAC is a technique in coaching, psychological counseling and therapy which allows to get into subconscious and unconscious and get insights and reminders from the cards – pictures or photos of a small size on different topics including images of nature, portraits of people, objects, situations, etc. The idea is a person's projection on the basis of visual metaphors. As linguists George Lakoff and Mark Johnson state, "our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature. Our concepts structure what we perceive, how we get around in the world, and how we relate to other people» [3, 8] Psychological explanation of mechanism of this instrument is that associations arising in a mind of a person describing a card and commenting to them reveal current states, experiences and needs [4; 344]. At the lesson these cards can also solve a range of problems. They develop associative thinking, help to overcome communicative barriers, lower students' anxiety, awaken creativity, develop interpersonal skills and emotional intelligence, and trigger the expression of their feelings and ideas.

We start work with introducing metaphorical cards to students. The following exercises are aimed at both language practice and psychological problem.

Exercise 1. Students select a card that coincides with their emotional state and explain their choice, or they can choose a card they like or dislike from the deck. It works best at the beginning for «warming up» the group or at the end of the class to diagnose students' emotional state.

Exercise 2. Crisis states. Students take one card that symbolizes their failure, describe it, then they draw three more cards from the deck blindly and answer the following questions:

- What did you lose in that situation? What did you get?
- Has your attitude to the problem changed? How can you use this experience?
- What are you going to do in the future?

Exercise 3. Associations. Students have to find connection between two concepts to get unusual association and to stimulate new ideas or match cards to inscriptions using given discourse markers.

Exercise 4. Speaking or creative writing. The teacher prepares a universal deck of cards or one connected with the topic of the class. Students take one card and answer the following questions:
- Why have you chosen this card? What feelings and emotions does it arouse?
- What memories are evoked by it? Can you tell a story from your life connected with them? What sounds, colours do you see?
- What title would you give to it? What does it mean to you?
- How would you like to change it? What cards would you like to add to the story? What would happen, if…

Exercise 5. Personality. Students take 5 cards. The first card answers the question what the community in which the main character lives like. The second one answers who the main character is, what he dreams about, what his values are. The third card tells what obstacles are waiting for the main character on the way to a cherished dream. The fourth one is about someone or something that helped the main character in the past/ will help in the future. The last one gives a hint of conclusion. Students can also make up a story / a dialogue based on several cards individually / in groups and then present and discuss it in class [1, 5].

For further practice a therapeutic session at the initial stage of therapy is acted out with students playing a clinical psychologist and a patient. Some techniques may be used for better understanding of the client's situation, establishing rapport, emotional release, etc. It is important to note that according to procedure, while building rapport, counselors should not engage the client in analysis of the image or confrontations as that is not typically an appropriate strategy for this stage of counseling [3; 316], so the technique is appropriate to use even with students of first or second years of studying, who do not have enough professional knowledge for conducting a whole session and diagnosing a problem.

Metaphorical cards can be used as a valuable supplemental tool for effective English learning as a component of professional competence of future psychologists, as they stimulate creativity, motivation and communication. Such specialists are able to express their emotions, to listen and to respond without judgement or competitiveness, to master appropriate questioning techniques and be effective in their communication with clients during psychological sessions in their future professional life. As practical experience shows, a system of suggested exercises can prove its effectiveness in case they are done on a regular basis as a component of professional training of future psychologists.

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THE IMPACT OF FEEDBACK
ON STUDENTS' VIEWS OF THEIR LEARNING

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For successful learning, students need to understand their goals and take these goals personally, realize their current level of language proficiency, and know what to do to achieve their learning goals. These are the main underpinnings of formative assessment which strives to support learners in their efforts to develop foreign language proficiency. Feedback as a major part of formative assessment explains to students what should be done to achieve the desired aim. However, the effectiveness of feedback does not only depend on a teacher. Students need to view teachers' comments and advice as useful, respond to the feedback, understand how to deal with the information provided by the teacher.

According to D.Carless and D.Boud (2018) "one of the main barriers to effective feedback is generally low levels of student feedback literacy." The authors believe that teachers can influence students' learning with the help of feedback if students appreciate their active role in the process, are constantly developing "their capacities in making sound judgments about academic work; and manage affect in positive ways" [1, p.4]. They suggest four features that comprise student feedback literacy: appreciating feedback, making judgments, managing affect, and taking action.

Students rarely appreciate the value of feedback if it is unclear, incomprehensible, or too extensive. They also tend to underestimate their role in making the most of the received feedback. If the teacher does not stress the importance of some response, most students neglect this feedback. Quite often, the goals which students strive to achieve are too general and nonspecific. Developing appropriate challenging but more specific goals is more useful as it includes information about how to succeed. Surprisingly, but praise appears to be ineffective as it does not offer any action plan.

Meanwhile, certain types of feedback are more influential in changing students' attitudes towards their mastering a foreign language. Feedback, which provides the exact strategy for improving, is more efficient for students. Being an immediate teacher's response to students' performance, feedback can be especially beneficial to those students who want to progress but struggle while trying to catch up with their peers. Feedback is more likely to impact learners' attitude to learning if students realize what is being learned and why (learning intentions), and understand the success criteria [2]. If learners know what is important for the teacher and what should be done to succeed in learning, they will most probably respond to the teacher's

comments. Among the key elements of effective feedback, experts mention that it should be specific, clear, and well-timed. Effective feedback focuses on the task and is linked to the learning intentions. It suggests ways of proceeding forward with students' learning and offers strategies [2]. But what is the most important thing about effective feedback, that it pushes students into actions and is achievable.

Thus, we may conclude that feedback can be regarded as efficient if it changes students' views of their learning, diversifies their goals, and makes them respond to the teacher's remarks by assuming the responsibility.

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TRAINING YOUR BRAIN
AND BOOSTING YOUR MEMORY

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Exercising the mind is as important as maintaining our physical health. We should train our brain on a regular basis. We should strengthen the brain, we need to keep learning and developing new skills. All we have to do is learn the technique, and then do a lot of practicing. Luckily, there are a lot of effective and at the same time fun ways to do that. Here are some of them:

Doing crosswords. This form of mental exercise is considered to be one of the most effective memory and concentration boosters. They help to preserve memory and keep our brains working better for longer.

You can use crosswords to practise vocabulary, even academic vocabulary, because crosswords give a fun shape to a review activity. Crosswords help to improve vocabulary and spelling, increase learners' participation and engagement.

Making word associations. A word association game is a word game involving an exchange of words that are associated together. The first player says a word out loud, the next player has to quickly say a word that has some connection with the previous word. There can be certain restrictions if players agree that the word connections should be obvious, rather

than the first word that comes to mind. Players can come up to as many words as possible. Then they try to recall that association chain back from the last to the very first word. Players can chose a category of words such as Famous people, Superheroes, food, clothes, education or any words. To make it a bit more complicated a player has to say a word where the first letter is the last letter of the previous word. Word association games can work nicely as ice-breakers, warming-ups, group games[1].

Bring lots of small random items. Put them on the table, learners close their eyes while you remove one item. See if they can remember which one is missing.

Research shows that our brain responds to visuals faster, and more effective than other kinds of learning material. If to speak about visual learners, they learn best by using images, pictures, colours, different types of both traditional and digital media.

Another activity to train our memory can be describing pictures. Look at a picture, online or paper based, then try to remember what is depicted in the picture.

Viewers retain 95% of a message when they watch it on video, compared to 10% when they read it in a text [2].

Moreover, the use of short video clips allows for more efficient processing and memory recall. Learners watch a video, then write a brief summary of what they have seen. The focus can be either on grammar or vocabulary. Learners watch a video, then they watch it muted trying to repeat the video characters' utterances.

The next memory game can have different variations depending on what you want to practise. If the goal is to revise 'food' vocabulary, then the first player declares that he or she went shopping and names one item he or she bought. The next player repeats what the first player said and adds his or her item. A player is out of game if he or she misses or forgets a previously named item. You can describe a daily routine or a cooking recipe, talk what you are going to do next weekend or what you would do if you were stranded on a dessert island, etc.

Have a list of phrases (noun + noun, adjective + noun, verb + noun) written on the board. Learners read them to get the meaning right. Cover the left part, learners try to remember the whole phrase. Then do the same with the right part of the phrases. Learners try to recall the sentences with the target vocabulary from the context of the text they have read or the audio file they have listened to. Finally, learners make up sentences of their own using the target phrases.

Learners get cards in two piles, they match them up. Afterwards, they can follow the steps described in the activity above. When a learner finds a matching pair of word cards, have them use the words in a sentence of their own. The more times learners repeat the target language, the better. Repetition and review help to confirm your memory.

There are a lot of techniques used to train our brain. Chose the ones which appeal to you the most and try to incorporate them in your daily routines. We all know that studying systematically has its vivid advantages. And you actually do not spend that much time although you do that regularly. You have a stable schedule which helps you to get used to learning, to different ways of learning.

You can write down the items to be memorised. Even if you have come across a certain word/ word phrase that you understand but you are still not able to use it, write it down again and again. And one day you will definitely use it in speaking or writing.

Read a paragraph/ short story and summarise it. You will notice that you have to concentrate more, you have to think what you are reading about.

Listen to an audio file and repeat sentence by sentence. That may seem easy unless you have tried. It is not surprising because listening can be considered as a more difficult skill to master than speaking. But any skill being practised regularly through repetitions, gradually becomes easier to acquire.

Eat, sleep, meditate, read, make a change, learn a new skill, exercise you body and mind, and that will definitely help you train your brain and boost your memory.

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IS IT WORTH TEACHING STUDENTS AND CADETS BRITISH MILITARY SLANG?

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The purpose of this article is to discover the most effective ways of teaching English vocabulary to students and cadets. This article deals with the methodology of teaching students English military vocabulary, especially British military slang.

It is determined that British military slang is a collection of simplified (abbreviated or figurative) words and phrases are taken from the life of military people in Great Britain, their actions and terms.

Organization of teaching students and cadets British military slang are based on cognitive/communicative-cognitive and cultural/axiological approaches.

Cognitive/communicative-cognitive approach provides students with the awareness and understanding of British military lexical items/units/vocabulary, the formation of the ability to explain the selection and using words and word combinations in the process of British military communication; students' awareness of what techniques they use; evaluation of their effectiveness, etc. This approach makes possible realization of full analysis of communication taking into account factors, which causing its course, and revealing of its national specific components. British military vocabulary plays a substantial role in the organization of cognitive structures and transmits them in communicating process and preserving national cultural identity and language diversity.

Comparing English military vocabulary and British military slang is shown that the last one has the following features as highly specialized military terminology, abbreviation, gangster jargon, emotional colouring, non-literary vocabulary, incomprehensible words and phrases; barbarism.

While teaching British military slang and creating exercises and tasks, it is necessary to use the ways of formation of military slang such as conversion, affixation, onomatopoeia, abbreviation, lexical-semantic word-formation, phraseologisms, jargonizing, barbar words, territorial dialects. It is noted that as a result of the transfer of meaning, common words are transferred to the sphere of military standard vocabulary through metaphorization. Metonymy and synecdoche should be in certain context to make students and cadets think about the formation of new military lexical units and so on.

Cultural/axiological approach in teaching students British military slang ensures keeping, transferring, reproducing and developing culture by experience and education for future profession. It contributes to the creation of optimal conditions for the assimilation of human and national culture, awareness and self-realization by the personality of their cultural needs, interests and abilities. Also it denotes the development of the ability to perceive, understanding common features and differences between different cultures. Axiological approach involves the students' value standards in the process of learning English as a language and their cultural and ethnic origin, traditions and customs, etc. With the development of global processes and their globalization, the emergence of certain armed conflicts and military operations, this British military vocabulary does not lose its relevance and requires more detailed research in this area.

While teaching British military slang, it is important to include the models of the thematic classification of it, such as interpersonal relations of military people (daily life, depending on the rank, position, type of armed forces, regiment of troops, their relations and communication with the civilian population from other countries); activities of military men, their life, leisure time); the military life (their health, including mental and physical abilities and activities, food, uniforms, armaments, military equipment).

The video clips and audio extracts show how British military slang should be pronounced correctly, compare different meanings of phrases, sentences, etc. Also, the students and cadets have a great opportunity to point out the words and word combinations, idiomatic phrases which take certain prepositions in audio and video texts. As a result, the students study linguistic peculiarities of British military slang, which it contains the occupation of British military people, their conditions and service, the traditions, the sphere of their interests, certain features of their military organization, weapons, strategies and tactics.

Finally, while doing tasks and exercises, the students and cadets learn more not only about British military slang, but about British culture as how the people live, eat, relax, their traditions, etc.

TEACHING CREATIVITY
IN THE ENGLISH LANGUAGE CLASSROOM

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In the 21st century tertiary education faces the necessity to develop not only students' academic and discipline-specific skills but also their personal and social capabilities or life skills. Creativity is one of the four learning and innovation skills that students must master to succeed in increasingly complex life and work environments in the future [1, pp. 3-4]. Teaching creativity has become vital for some reasons. First of all, creativity is in high demand by employers and the importance of creative skills will increase in the future. What is more, creative students are more likely to enjoy high academic achievements.

Creativity is widely understood as the ability to generate ideas that are novel, practicable, and relevant within the domain in which they occur. It includes three main components: expertise, motivation, and creative-thinking skills [2, p. 18]. English language teachers may influence these components through creating a supportive learning environment in the classroom.

Students' ability to generate new ideas depends on their expertise, i.e. domain or subject-matter knowledge. Creative tasks set by teachers must enable and encourage students to contribute their own knowledge and experience. A lack of relevant domain knowledge may keep students from reaching their creative potential while too much knowledge may make their thinking less flexible.

Intrinsic motivation is obviously more powerful than external rewards such as good grades. It works when students enjoy doing an activity and see it as an opportunity to learn and fulfill their potential. Moreover, doing such an activity generates positive feelings, gives students a sense of meaning and a sense of progress.

There are several ways to increase students' intrinsic motivation. We suggest the following: 1) setting students goals that are meaningful to them; 2) designing activities that encourage students to explore, to learn more; 3) organizing pair and group work as cooperating with others to achieve a common goal provides personal satisfaction; 4) giving learner autonomy that lets students control the creative process and make decisions; 5) recognizing students' accomplishment through self-, peer- and teacher-evaluation.

The last component of creativity – creative-thinking skills – determines how flexibly and imaginatively students approach problems. There are five top creative-thinking skills that must be taught to students [3]. They are the following: 1) analysis that is understanding of a situation fully before thinking creatively; 2) open-mindedness that involves looking at things in a non-traditional way; 3) problem-solving that is the ability to find new solutions to a problem rather than implement the norm; 4) organization that is seen from two perspectives: a) to organize ideas to make them understandable for other people; b) to structure a plan of actions with definite ideas and deadlines; 5) communication that involves written and oral communication skills to communicate your ideas effectively to others.

There are a number of promising activities to develop students' creative-thinking skills in the English language classroom: brainstorming that may include such techniques as visual thinking, free association, creating lists of questions; mind-mapping; case-based tasks and scenarios; problem-solving tasks that stimulate students to use creative and lateral thinking; lateral thinking puzzles; role-playing games and improvisation; dramatization; free writing etc.

There is no specific time to teach creativity in the classroom. Teachers should use the coursebook in a new way by integrating creativity into the everyday classroom practice and typical language learning exercises and activities.

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PHRASEOLOGY AS A THEORETICAL PROBLEM.
Definition of the "phraseological unit"

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Phraseology is the science of phraseological units, that is, of stable expressions with complicated semantics, which are not formed by structural-semantic models of variable expression. Phraseological units fill in the gaps in the lexical system of language, which cannot fully provide the naming of the parties of reality, and in many cases is the only meaning of objects, qualities, processes, states, situations. It should be noted that "the name itself is not only the process of denotation, but also the process of Knowledge"

Phraseology is a stable phrase, in which the selection of features of the subject is purpose to its holistic meaning, as a result of which it functions in the sentence as the equivalent of an individual word.

Phraseology is a reproducible unit of language which consists of two or more words, integral in its meaning and stable in structure.

There is no general consensus of what phraseology is, and therefore there is no common vision of the composition of these units in language. Some researchers (LP Smith, VP Zhukov, VN Thelia, II. M.Shanskyi and others) include stable combinations in phraseology, others (NN Amosov, AMBabkin, AI Smirnitsky, etc.) include only certain groups. Thus, some linguists (including Academician VV Vinogradov) do not include proverbs, and catch phrases

in the category of phraseologisms, believing that they differ in phraseology by their semantics and syntactic structure. V.V. Vinogradov said: "Proverbs have a structure of sentence and are not semantic equivalents of words".

There are many classifications of phraseological units according to different aspects. For example, S. Bally, who is considered to be the founder of phraseology theory, who first tried to classify phraseological units (FO), identified four types of phraseologisms: 1) free phrases, 2) sound word combinations , 3) phraseological units, 4) phraseological series. V.V. Vinigradov was his successor.

Phraseological units are specific linguistic formations. They are already carriers of pragmatic potential, because their meaning from the very beginning is to influence both the addressee and the object of expression. They express the results of human cognitive activity. At the centre of phraseological expression is a person (subject and addressee) in relation to a language work in which a certain intensity is realized.

The function of phraseological units is not to name an object, but to characterize it, to express the speaker's attitude (positive or negative) to one or another object of real reality. The focus of the phraseological system of language is not on the speaker, but on the speaker who is being evaluated. Phraseology reflects "the positive or negative attitude of the nominator towards the object. That is, phraseologism does not contain a description of the world and no assertion of its deontic and athletic status, but an expression of the emotional and perceptual world that is at the heart of it.

Phraseological units are words combination, which are not created in speech like separate phrases, but are reproduced: if the speaker needs to use phraseology, he takes it as a word in its finished form from his phraseological memory, and does not create it .

Phraseological units are characterized by reproducibility, integrity of meaning, and stability. All these features bring phraseology units closer to the word. Many phraseologists are equivalent to a single word, and as separate words, phraseologisms act as a single compound sign: to skate on thin ice = literally to risk, a mare's nest ") = Fable" fiction ".

In contrast to free words, where every meaningful word is a separate member of a sentence, a phraseological unit is a whole single member of the sentence. Belonging to parts of language is fixed by the syntactic functions in which these units are used. For example, the expression in the twinkling of an eye - how to blink an eye - can be attributed to adverbial, because it always is a circumstance.

From the components of phraseology it is impossible to form diminutive forms.

In addition, phraseologisms are inherent variability, that is, one phraseology can have several meanings. For example, as weak as water - 1) weak, 2) unbearable.

The word has one stress and phraseological units have many stresses as there are full meaning words.

Phraseologisms are not literally translated.

Thus, phraseological units on the one hand bond with the word, and on the other - with the phrase. Based on the above characteristics, we can give the following definition of phraseology: phraseological units are reproduced units of language of two or more words, integral in its meaning and stable in structure.

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DIVERSIFYING WAYS
OF CORRECTIVE FEEDBACK IN ESP CLASS

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Creating the environment which ESP students will experience in real life is important. Usually students study English for traveling, studying abroad or working for international companies. However, corrective feedback (CF), which is rarely used in everyday life, is a valuable part of any ESP class. Students want to be sure that their message in English is clear and accurate which will help them reach their goals. Without CF it is impossible: in order to communicate effectively learners should notice their errors.

There are lots of misconceptions about errors: making no errors means good results, while making a few errors indicates poor results. Such beliefs create expectations which may be so challenging that in order to be successful academically students cheat and plagiarise. In some countries the culture of academic honesty is taught from the early age, but in some it is still a new concept. Therefore, making a mistake in your own writing may be much more serious that copying somebody's essay. In case of speaking it is impossible though, but speaking is not always assessed (for example, ZNO or EVI in Ukraine). The situation is changing with understanding that errors are inseparable parts of learning.

There are five issues an ESP teacher has to focus on before providing CF: defining the type of error; dealing with or ignoring it; timing of correction; choosing the person to correct it; strategy to use when correcting it (Scrivener, 2005, p. 299). Some tips to consider: if an error prevents others from understanding the message, it should be corrected; CF after the activity does not affect the participants; teachers provide CF and monitor peer-correction, delegating some responsibilities to students.

The most common types of feedback are recasts, repetition, clarification, elicitation, explicit correction, meta-linguistic clue and using paralinguistic signals (Ellis, 2009). A recast is reformulating the sentence; repetition highlights the wrong part or the whole sentence; a clarification request is made by asking a question like "Sorry?"; eliciting means making the learner say the correct form; explicit correction is providing the correct form; a meta-linguistic comment refers to the rule; paralinguistic signals include facial expression, gestures, finger

correction, etc., used either separately or combined (Scrivener, 2005, p. 300-301). Usually several types of CF are used: repetition and facial expression, or elicitation, meta-linguistic clue and explicit correction, etc.

Students may use different CF strategies which they experienced during the lessons. However, some strategies may be new for them. Before students do peer editing they should learn more about CF strategies. Conducting surveys aimed at learning more about the preferable ways of CF strategies opens possibilities to use them more effectively. Thus, students acquire knowledge which they can apply when assessing others' written or oral performance.

To conclude, CF suggests using different strategies implemented by both teachers and students. Before application of any of them surveys should be conducted in order to inform students and teachers of preferable changes in educational environment which may include a wider range of error correction strategies as well as delegating some responsibilities to the students.

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REINFORCING SELF-REGULATORY
LEARNING STRATEGIES IN THE LANGUAGE CLASSROOM

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The abstract focuses on the significance of language learners' metacognitive awareness that is regarded as one of the key factors to ensure their efficient performance in the language classroom in English for Specific Purposes (ESP) and English as a Foreign Language (EFL) fields. The author emphasizes the role of self-regulatory learning strategies for shaping students' positive and knowledgeable attitudes to their studies, boosting their motivation and confidence in the academic context and everyday social interaction.

Currently, metacognition ('thinking about thinking') has been recognized as an integral component of the learning process, being regarded as a guiding factor of successful learning due to the students' raised awareness of workable ways to learn effectively (Iwamoto, Hargis, Bordner & Chandler, 2017; Millis, 2009; Nilson, 2011). Undoubtedly, further study of metacognitive activities and development of students' metacognitive skills will help language learners apply their cognitive resources through conscientious and systematical metacognitive control.

Numerous researches in the educational field suggest that metacognition is a complex phenomenon encompassing cognition, knowledge and regulation of the information processing in the learning environment through a number of conscientious mental activities that are based on the interrelations between thinking, knowing, and remembering mental activities. Self-regulation proves to be an indispensable component of the learning process, enhancing students' reflection on their studies that results in meaningful language instruction and conscientious beneficial cooperation in language learning.

The pivotal works by John Flavell (Flavell, 1979) prompted extensive researches in education in terms of metacognition. According to J. Flavell, metacognition comprises metacognitive knowledge and metacognitive experiences (or regulation). Metacognitive knowledge refers to acquired knowledge about cognitive processes, the very knowledge that can be used to control cognitive processes. The theory provides guidelines for self-regulation in the learning process that, in combination with general learning strategies, provide proper academic environment.

Oxford's strategy framework and taxonomy of learning strategies includes six categories: cognitive, metacognitive, memory, compensatory, social, and affective (Oxford, 2011). These turn to be significant for building students' language skills, this way leading to overall success in the foreign language classroom. As researches of language learning strategies focus primarily on successful language performance learning and teaching practices are to aim at the ways how appropriate strategies for different tasks should be selected from a wide variety of effective techniques and tactics so that students were able to manage completing tasks in the allotted time slots.

Learners' metacognition can be developed through pedagogical interventions, with learners being involved in the activities and process-based lessons that are designed specifically to develop metacognitive knowledge in the learning process. The interest in metacognitive and self-regulatory awareness calls for further studies in the ESP and EFL fields to address numerous implications for effective educational practices, good performance outcomes, self-regulatory training, use of hypermedia, and developing self-regulated learners that will be confident language users in different educational contexts.

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TRANSLATION AS ESP TEACHING TOOL
TO BENEFIT STUDENTS' WRITTEN OUTPUT

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Since the beginning of the 21st century, translation as a supplementary teaching aid has been surviving a rebirth of interest, and when it comes to the ESP classroom in particular, various kinds of translation exercises seem to have always remained relevant [2, p. 67]. Translation is viewed as a very useful tool to learn grammar, syntax, lexis and culture-related issues in both the source language (SL) and the target language (TL), because while translating, students have a chance to notice differences in structures and vocabulary between languages, and they have to develop methods and strategies to deal with such differences [3].

Translation is particularly efficient in ESP where it trains learners in remembering accurate equivalents of their professional terminology, as well as promotes comprehension of authentic texts required for their professional competence. When students start working in their field of choice, such activities may prove very useful as learners will have "a set of common phrases specific to that domain and to which they can always refer, as well as skills for further learning" [1, p. 71].

This paper will shortly analyse the outcomes of a translation exercise conducted in the ESP class of 2 groups of philosophy students. The learners in both groups, 1st and 3rd year, have reached the level of B1+/ B2 according to CEFR. In the course of the exercise the students, who worked in pairs, went through two stages: stage one - translating a short authentic text related to a popular philosophy subject from English into Ukrainian and exchange their translations with another pair; stage two - translating the Ukrainian text produced by the other pair back into English. The final stage was the learners' comparing their English translation with the English original.

The pre-teaching stage focused on discussing the principle of avoiding word-for-word translation and rendering the meaning rather than form of the source text (ST), as well as the importance of referring to the established philosophical concepts (e.g. *extended mind, Nietzschean ubermensch, Platonic guardian*, etc.) using the equivalents already accepted in the TL. The translation task highlighted the following specifics of SL vs TL functioning which is usually disregarded by students: the difference in the use of passive constructions, in the use of personal and possessive pronouns, in verb patterns, punctuation in relative clauses, as well as revealed the incorrect use of articles, the value of translation transformations, and the learners' readiness to coin their translations of known philosophical concepts instead of adhering to the already established equivalents.

A methodological aspect accentuated by the exercise was the importance of rapport established between the teacher and learners. The exercise proved more efficient in the 1st year group who have many more classes of English per week and seem to have a more trusting attitude towards the teacher. This led to a more efficient interaction with the learners during the monitoring stage, as they were more willing to share the challenges encountered while

translating and more open to the discussion of possible solutions. While the other group mostly preferred to deal with the problems on their own and would rather say the ST was fine and they experienced no difficulties. They mostly went for word-for-word translation, as could be seen from the Ss' texts collected at the end of the class.

The task has been the first instance in the students' translating experience, and although some of their texts sounded quite natural, especially in Ukrainian, the learners are a long way from stable translation skills. Whether the students go on polishing them or not, the value of this practice was obvious– it offered a tangible feel of the difference between the languages, which sometimes is quite difficult to identify without such direct contrasting, and, most importantly, laid bare the problems that the Ss experience when constructing their written output in L2.

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METHODS AND ACTIVITIES
WHICH DEVELOP DIFFERENT LEARNING STYLES

Olha Danylenko

What is a learning style?

A learning style is the more or less consistent way in which a person perceives, conceptualizes, organizes and recalls information (Ellis, 1985).

Where do learning styles come from?

Students' learning styles are influenced by their genetic make-up, previous learning experiences, culture and the society they live in.

What types of learning styles are there?

What teaching methods and activities suit different learning styles?

There are many ways of looking at learning styles. Here are some of the classification systems that researchers have developed.

The four modalities (originates from the work of Dr's Bandler, R. and Grinder, J. in the Field of Neuro-Linguistic Programming). Students may prefer a visual (seeing), auditory (hearing), kinaesthetic (moving) or tactile (touching) way of learning.

Those who prefer a visual learning style: look at the teacher's face intently, like looking at wall displays, books etc., often recognize words by sight, use lists to organize their thoughts, recall information by remembering how it was set out on a page.

Teachers should use many visuals in the classroom. For example: wall displays, posters, realia, flash cards, graphic organizers etc.

Those who prefer an auditory learning style: like the teacher to provide verbal instructions, enjoy dialogues, discussions and plays, solve problems by talking about them, use rhythm and sound as memory aids.

It is recommended teachers to use audio tapes and videos, storytelling, songs, poems, jazz chants, memorization and drills, organize work in pairs or small groups regularly.

Those who prefer a kinaesthetic learning style: work effectively, when they are involved or active, find it difficult to sit still for long periods, use movement as a memory aid.

It's necessary for teachers to use physical activities, competitions, board games, role plays, etc. Although, the teacher should always remember about the measure of communication (settlers) and code-control (stirrers) games, in another words, to intersperse activities which require students to sit quietly with activities that allow them to move around and be active.

Those who prefer a tactile way of learning: use writing and drawing as memory aids, learn well in hands-on activities like projects and demonstrations.

It would be better for teachers to use board and card games, demonstrations, projects, role plays, while-listening and reading activities. For example: ask students to fill in a table while listening to a talk, or to label a diagram while reading.

There is one more very popular classification of learning styles by McCarthy (1980), according to which we can unite people in four categories: innovative, analytic, common sense or dynamic learners.

There are field-independent students, who can easily separate important from a complex or confusing background. They tend to rely on themselves and their own thought-system when solving problems. They are not so skilled in interpersonal relationships. In this case, let students work on some activities on their own.

Field-dependent students find it more difficult to see the parts in a complex whole. They rely on others' ideas when solving problems and are good at interpersonal relationships. Let students work on some activities in pairs and small groups.

Left-brain dominated students are intellectual, process information in a linear way, tend to be objective, prefer established, certain information, rely on language in thinking and remembering. Teachers should give verbal instructions and explanations. Set some closed tasks to which students can discover the "right" answer.

Those who are right-brain dominated are intuitive, process information in a holistic way, tend to be subjective, prefer elusive, uncertain information, rely on drawing and manipulating to help them think and learn. Teachers should write instructions as well as giving them verbally, demonstrate what they would like students to do, give students clear guidelines, a structure, for tasks, set some open-ended tasks for which there is no "right" answer, use realia and other things that students can manipulate while learning, sometimes allow students to respond by drawing.

Your students will be more successful if you match your teaching style to their learning styles. If you vary the activities that you use in your lessons, you are sure to cater for learners with different learning styles at least some of the time.

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TARGET COMPONENT OF AUTONOMOUS ESP LEARNING OF PROSPECTIVE TEACHERS

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Determining the social demand of the society on the preparation of highly skilled teachers we turn to conceptual European principles of language education in the process of preparation of bachelors, and also public policy in relation to support the development and use of English in higher education in Ukraine.

As noted in the typical English language program for professional communication (Bakayeva, 2005), considering the fact that Ukraine declared about the intention to become an equal partner within the framework of the Bologna Process, it is expected, that Ukrainian higher educational institutions will carry out an educational process in accordance with the European standards of language competence. Taking into account the results of national reform of teaching English in comprehensive schools and international practice of language learning in higher educational institutions, the ESP program states, that the minimally acceptable level of language competence for a Bachelor is B2 (Independent user) according to CEFR for Languages (Council of Europe, 2001). To receive the Bachelor degree students should communicate English in a professional field and they have to know how and be able: to discuss educational and specific issues in order to reach understanding with an interlocutor; to prepare public speeches on great varieties of special tasks, applying corresponding means of verbal communication and proper forms of conducting discussions and debates; to search new text, graphic, audio and video information on the basis of English using corresponding searching methods and terminology; to analyse English sources of information in order to receive data which is necessary for implementing professional tasks and making decisions; to write

professional texts and documents in English on a number of issues of the professional field; to write business and professional letters, demonstrating cross-cultural understanding and previous knowledge in a particular professional context; to translate English professional texts into the native language, using bilingual terminological dictionaries, electronic dictionaries and translation software (Bakayeva, 2005, p. 3).

The primary and eventual goal of the course is to master English as a means of formation and formulation ideas in the field of professional activities. The professionally-oriented communication means not only speaking English fluently but also obtaining knowledge, norms, rules of behaviour in the community or organization and developing skills of autonomous learning. In the process of autonomous learning of English professionally-oriented communication different *objectives* (practical, educational, developmental, and cultural), which are determined by the professional communicative and cognitive needs of prospective teachers, are considered: formation and development of the English professionally-oriented communicative competence in listening, speaking, reading, and translation at the B2 language level; raising cultural awareness, expansion of linguistic ranges of interests; understanding the essence of the language phenomena in the perception of reality of prospective teachers; development of English self-study skills; development of motivation to the further mastering of a foreign language; development of speech and communicative skills of students; training the system of moral values, evaluative and emotive attitude toward the world, valid and positive attitude toward people, whose language of that is being studied, their culture and language; understanding the importance of learning English and necessity to use it.

Consequently, in accordance with the goals and set objectives, the autonomous ESP learning of prospective teachers is expected: to use linguistic materials (sounds, words, grammatical structures etc.) in the communicative situations; to develop the professionally-oriented skills and abilities that are necessary for the achievement of the high efficiency of autonomous learning by means of mastering subject content (declarative knowledge) on the basis of reflexive use of knowledge. The prospective teachers should know how to: determine the necessities; set aims; choose educational strategies; use learning materials; control and estimate individual results of learning of English professionally-oriented communication.

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DEVELOPING LEADERSHIP QUALITIES
AND OTHER LIFE SKILLS IN ACCESS STUDENTS

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The English Access Microscholarship Program (Access) started in Ukraine in 2009. It is supported by the U.S. Embassy in Ukraine and serves the economically disadvantaged youth by providing access to free English language and U.S. culture learning, encouraging active participation in the life of communities, and developing leadership qualities and other life skills in Access students. The Program has operated in more than 20 towns (Kyiv, Kharkiv, Poltava, Vinnytsya, and Chernihivka, Mykolayiv, Zaporizhzhya, Severodonetsk, Starobilsk, Kyiv, Mariupol, Berdiansk, Bakhmut, Dnipro, Zhytomyr, Kramatorsk, Sloviansk, etc.) and has served about one thousand young Ukrainians. The Access students travel across Ukraine and meet with each other on different events, such as 25 Years of Diplomatic Relations of Ukraine - US Summit (2017), Access Summit: 10 Years of the Access Program in Ukraine (2019).

Economically disadvantaged teenagers (13-15 years old) (including persons with disabilities, internally displaced persons, children of military families) participate in the Program for a period of two years. During this time, they receive about 360 hours of the English language and American Studies instructions, including 60 hours of intensive lessons and intensive summer programs. The curriculum consists of the following modules: Communicative English, American Culture, English through Computers, English through Video and Movies, Communicative Grammar, English through Songs and Games, American History through Visual Arts, English through Sports, English through Arts and Crafts, Leadership training and community service projects. Additionally, Access Alumni Civil Engagement Program has worked in Berdiansk, Zaporizhzhya, Mariupol, and Sloviansk in 2019-2020. Also, in 2019, a pilot version of The English Access Microscholarship Program for the 1st- 3rd year students of Pedagogical specialties was launched in Sloviansk.

Nowadays leadership qualities are important life skills for young people to acquire. While they will continue to shape their leadership style through their careers, Access students benefit from getting an early understanding of what makes a successful leader and practicing their leadership skills while participating in the Program. By the "leader" we understand a person who guides or rules or inspires the others. In other words, the leader knows the direction, takes responsibility and is enthusiastic about what he/she is doing. Leadership is also about a servant's heart, teamwork, and respect to the higher authority.

Many Access lessons include leadership activities and community service activities. For example, learning about Road Safety the Access students surfed the Internet, made posters, invited police officers and discussed the safety modules in groups. Afterwards, accompanying by the police the students went outside and observed pedestrians cross the road. If needed, they talked to people on importance of walking on pedestrian crossings and discussed the road safety rules on the posters. While learning the Road Safety topic the Access students

also worked on the following leadership skills: communication, critical thinking, problem solving, teamwork, and risk-taking.

The other example of developing leadership qualities is submitting a proposal to local initiative "Budget of Participation" by a group of Access students. Searching for information about the women who have had a positive impact on society, we interviewed a Local Council female deputy who has been organizing the local initiative for the third year. She encouraged the Access students to write a proposal that can improve Sloviansk town. The students brainstormed the ideas, chose the local park infrastructure development project, met with other activists who volunteer at the park, calculated the budget, filled the application, and shared responsibilities. While working on the project the students learned negotiation, creativity, decision making, collaboration with the others, delegating responsibilities and other leadership qualities.

In conclusion, I'd like to underline that there are quite a lot of possibilities for youth to learn the English language in Ukraine, but there are few that provide a chance to become familiar with aspects of U.S. culture and develop a deeper understanding of current issues in American society, communicate with the native speakers, meet with the local and international experts in different spheres, etc. But what makes The English Access Microscholarship Program special is getting leadership qualities and other life skills by the students, their volunteering in community-focused Projects and active participation in the development of Ukraine.

DIFFERENCES IN SEMANTIC FIELDS OF BRITISH AND AMERICAN RAILWAY TERMS

Svetlana Donets, Elena El Kassem (Kharkiv, Ukraine)

Monosemy is an important criterion for differentiating terminology in linguistics. However, at the turn of 20th century terminology study created a new semantic category – "term ambiguity". The paper considers the cross-cultural divergencies of rail terminology.

The railway vocabulary has been formed by British and American specialists from the countries of various history, culture, art and mentality. These diversities in the linguistic view of the world conditioned coining a plethora of unique British or American railway terms. For instance, the terms *point*, *wagon*, *bogie*, *sleeper*, *signal box* are from British railway vocabulary, while the terms *tower*, *tie*, *engineer's cab*, *switch engine* – from American one.

The differences in British and American railway terminology demonstrate various categorization patterns which is evident, for example, in the semantic content of the basic term *rolling stock*. The American term means "wheeled vehicles collectively used on railways, including locomotives, passenger and freight cars, etc", while the British one does not

include locomotives – "all types of rail vehicle other than locos, which are usually referred to separately".

Differences in "the national professional views of the world" are reflected in the semantics of some other terms. Thus, when *coach* first appeared, the British used it for "any railway carriage carrying passengers", but for Americans it had a more narrow meaning – "a passenger carrying car, usually with a center aisle and two rows of twin seats".

Another example of homonymy is *car*. In the USA the railway term means "any passenger or freight rail vehicle", while in Britain it has a narrower meaning – "an electric multiple unit vehicle".

And national-cognitive homonymy can penetrate into an academic speech. Thus, it is rather difficult to determine the meaning of *coach* in the sentence "The first Experimental intercity high speed train was only four coaches long and used for research and never for services". On the contrary, in such pieces of meta-speech as "Model locomotives & Rolling Stock" and "Locomotives & Rolling Stock", which present a minimum context, the meaning of rolling stock is clearly distinguished.

Railway transport is a multi-sectional industry and migration of a term can change the semantics while retaining the form. Such a phenomenon can be characterized as the cross-sectional cross-system homonymy.

Thus, the term *switching* means "shunting operation" in railway management, "commutation, switching of channels" in rail telecommunications, and "change of facilities in multimodal transportation" in logistics.

The term *crossover* in automation it means "place of crossing from one side to the other", in telecommunications – "sound spectrum device".

Term variation can also lead to cross-disciplinary homonymy. Thus, the terms *sleeping car* is usually shortened to the mono-lexeme *sleeper*. This term means "a wooden or concrete beam, laid transversely under railway track to support it". The British railway vocabulary includes homonymy, which American one does not have as this meaning is conveyed by *tie* or *crosstie*.

Hence, cross-system homonymy, presented by generic terms in sectional vocabularies, can be substantially eliminated by supplying minimum context for specific terms which helps to identify the exact contextual meaning.

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LEARNING COMMUNICATION IN ENGLISH: BARRIERS

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Learning communication is the main aim of developing English-language competence. Studying the problems of communication in English, we have found out a large number of articles and videos on the Internet devoted to communication in English. Among them, there is a lot of information on the problem of overcoming barriers in communication. Taking into account our many years of experience in teaching English, we believe that before solving a problem, it is necessary to analyze its causes.

Based on the empirical experience of long-term observations of learners in grades 5-11 studying English, we can identify the following barriers.

Fear of making a mistake. Learners who are unsure of their English language skills are afraid to speak because they think they may be judged by others or get a bad grade. In this case, it is important to create a positive attitude among students to perceive mistakes as an incentive to self-analysis.

Extraversion. If a learner is an extravert, it is difficult for him/her to communicate even in his/her native language. Therefore, it is advisable to cooperate with native language teachers on the formation of communication skills. It is also important to create a favorable atmosphere for communication.

Fear of spontaneous communication. A large number of learners can accurately reproduce prepared texts, but could be lost in spontaneous speech (face-to-face communication with native speakers, for example) and do not know what to talk about. It is advisable to create communicative situations for the development of spontaneous speech during each lesson.

Insufficient level of grammatical skills formation. It is quite difficult for high school pupils to understand the organization of tense forms in English, which differs significantly from their native language. In our opinion, it is advisable to form such skills based on the principle of contrastive comparison with the native language.

Insufficient level of lexical skills formation. Learners can understand everything the teacher says, but cannot express their thoughts or answer a question due to a low level of lexical skills formation. Very often, for lack of time, lexical skills are not actually formed, but simply a list of words that they need to be learn "for tomorrow" is provided. However, in order to "launch" lexical skills, it is necessary to include them in speech, oral or written.

So, we have formulated barriers when communicating in English as a foreign language. The next step in our future research will be devoted to the development of the ways to overcome the analyzed barriers.

GAMIFICATION AS AN EFFECTIVE APPROACH TO TEACHING ENGLISH TO EX-MILITARY (BASED ON THE UKRAINE-NORWAY PROJECT)

Hanna Dyvnych, Yuliia Shevchenko *(Chernihiv, Ukraine)*

It is well-known that children tend to learn through games, therefore teachers are recommended to use gaming at school and even in the higher education. What is more, scientists tend to agree that gamification of the study process can be beneficial to adult learners as well (S.Crawley, H.Gaudart, M.Popescu, E.Shaw and others).

This paper will go through the experience of using this approach for a specific group of adults – ex-military and ATO participant within the project "Ukraine-Norway: Retraining and Social Adaptation of Military Officers and Their Family Members in Ukraine", implemented in Chernihiv National University of Technology.

English lessons should be viewed not only as the lessons of foreign language acquisition but also as a means of group development. The process of teaching English in such a group should contribute to the project attendees grouping, developing the conditions for engaging all learners, regardless of the level of language proficiency, promoting cooperation and interaction; creating comfortable learning conditions that would strengthen the feeling of learners' success, intellectual ability, security, uniqueness, significance.

To enhance the results of the project implementation, we suggest applying gamification approach as an effective means of teaching English to ex-military.

Let's outline the main advantages of using games while teaching English to the targeted group taking into consideration the peculiarities of the learners.

Firstly, in a game there are always winners, that is significant to ex-militaries who need to feel the sense of achievement. They may be marked by the number of points, the level achieved etc., but the major marker is general recognition of the successful performance of a task, which works well for the learning goals. In terms of the Project, to keep positive atmosphere, there were no marks given, but learners who performed the task well received applauses and appraisal.

Secondly, in a game we may play a role of someone else. This aspect was realized through role-plays, where learners could imagine themselves successful businessmen or employers. Learners could use new lexics and grammar communicating at an imagined conference, and conducting a job interview for a group of teachers-volunteers. Such role-plays showed real context of using Business English and learners' ability to communicate effectively even with a low level of English language proficiency by means of using common patterns and functional language.

Thirdly, games promote learners' interaction. It is a cooperative activity. Games develop the ability to work in a team, encourage participation and increase self-esteem and confidence, develop interpersonal skills – the skills which are of great importance for the targeted group of learners.

Moreover, games are fun and it leads to effective learning acquisition, reducing stress and creating positive attitude to the process of studying.

To sum up, having monitored the effectiveness of using games while teaching English to the targeted group, taking into consideration the feedbacks of the attendees, we can state that gamification turned out to be highly beneficial, as it contributed to the positive attitude to learning, helped to activate communication between the learners, increased their motivation to mastering English, let them forget their real-life roles and ranks. Moreover, many of the games showed how they can continue self-study after the project with their kids and friends. So, using games while teaching English to ex-military, ATO participants and their family members is very beneficial and extremely essential.

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"TEACHERS LEAVE THEM KIDS ALONE": AN OPEN CLASSROOM AS AN EDUTAINMENT VENUE FOR TEACHING THE "FOUR CS"

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It was Aristotle who said, that the roots of education are bitter, but the fruit is sweet. While, for many, this is true, the edutainers believe that learning can and should be a positive, engaging experience for both teachers and students. One way to achieve this is to turn the challenges into opportunities.

An open classroom format is a new challenge faced by ESP instructors at the Institute of Journalism of Taras Shevchenko National University of Kyiv. While, at first glance, this format appears demotivating, it empowers the educator and students to co-create a unique course syllabus meeting the specific goals and needs of the class. In particular, the open classroom offers an excellent edutainment venue for teaching the key competencies of the 21st century, the so-called "Four Cs". In addition, it serves as an optimal setting for exploring unconventional teaching approaches, practicing game-infused techniques and implementing unorthodox course materials.

Higher education institutions put a greater emphasis on teaching transversal skills and competencies rather than discipline-specific skills (1, ix). As a local response to the global

labor market, which shapes the needs and preferences of the 21st-century learners, the Institute of Journalism has introduced the concept of an open classroom. The open classroom format offers an optimal setting for teaching the "Four Cs" skills, which will help learners succeed in the future professional context, effectively adapt to changes and lead productive lives. Devoid of externally-regulated elements – the attendance record, tests, exams and "extrinsic" rewards in the form of final grades, the new format promotes self-motivated learning, greater personal responsibility, self-management, and freedom to control the learning process, in other words, the personal and social capabilities that strengthen students' abilities, skills and knowledge crucial for their professional careers. Furthermore, the customized nature of the open classroom allows to successfully integrate the "Four" Cs into the core ESP curriculum. At the same time, from the educator's perspective, the open classroom presents an opportunity to create autonomous teaching sessions involving a broad range of materials and fully engaging students in shaping the ESP course syllabus.

New communication and information technology equip the 21st-century educator with a broad array of rich and sophisticated media forms and tools. Various media outlets – movies, television, music, videogames, to name a few, allow to connect learning to the culture, in other words, to "the real world" and, therefore, have a profound impact on learning (3, 9). Furthermore, adding the elements of games into the open classroom lessons proved beneficial for creating a flexible learning environment for students of different learning abilities and styles, with digital devices seen as learning tools rather than a distraction. However, to fully engage students in learning and positively affect the learning outcomes, it is vital that educators carefully coordinate the use of technology with various learning styles and intelligences (1, ix). It is equally important to adapt the use of technologies to the learning settings and formats, in particular, to the open classroom.

By creating an informative, engaging and safe educational environment, with a strong emphasis on the "Four Cs", we empower our students by making them partners in collaborative activity. The open classroom format represents a space where learners have freedom to explore the course without the fear of failure. This kind of positive learning environment allows students to master the ESP content according to their academic and personal interests, as well as to go beyond the content-level by building the soft skills while engaging in edutainment activities.

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FUN AND CHALLENGING TONGUE TWISTER
FOR ENGLISH PRACTICE

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One of the most important tasks of teaching English at all stages is the preservation and improvement of pronunciation skills. In a non-linguistic environment, there is a rapid decrease in the achieved level. In my practice, I use exercises that prevent the forgetting of phonetic material and prevent the de-automation of skills. To this end, in the lessons I turn to tongue twisters. This brings animation to the course of the lesson, the children really like it, has the character of a game and is useful in terms of maintaining and improving pronunciation skills.

The tongue twister is a folk-poetry miniature, a joke in which words with difficult-to-pronounce combinations of sounds are deliberately chosen. The importance of tongue twisters for the development of the articulation apparatus is difficult to overestimate. They are an excellent tool for learning a foreign language. In addition, they can always be remembered in the lesson and organize a fun moment to discharge and form a positive emotional mood.

Tongue twisters can be used:
- as a phonetic charge,
- as a relaxation pause for stress relief, this sets up the articulation apparatus for foreign language speech,
- as a material for the development of new vocabulary,
- as material for introducing a new topic,
- to set the mood,
- as a material for competitions.

Procedure of using tongue twister:

Write some English tongue twisters on the board or on pieces of paper to distribute to students. Ask them to read the tongue twisters aloud. Then faster. Then three times in a row. Here are some examples:

She sells sea shells on the sea shore.
A proper copper coffee pot.
Around the rugged rocks the ragged rascal ran.
Red lorry, yellow lorry, red lorry, yellow lorry.
A big black bug bit a big black bear.
Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?

The use of English tongue twisters makes it possible for pupils and students not only effectively assimilate phonetic patterns after their repeated processing, but also diversifies the educational activities in the English lesson, enriches their linguistic horizons, develops their sociocultural competence, enriching them historical and social experience of the people whose language they are studying.

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IMPLEMENTING TASK-BASED LANGUAGE TEACHING TECHNIQUES INTO THE PROCESS OF TEACHING NON-LINGUISTIC STUDENTS

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The modern competitive world puts forward new requirements for University graduates. A professional in any sphere is bound to acquire foreign language skills at the level which allows them to speak fluently in the target language and be able to comprehend what is said to them. Consequently, nowadays it does not matter whether a student studies the languages as a specialty or not it is vitally important for the future career to be able to communicate on professional issues. Thus, task-based language learning acquires particular significance in the process of teaching non-linguistic students.

"Task- Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching" [2:80] and "makes the performance of meaningful tasks central to the learning process" [1:71]. Having derived from the Communicative Language Teaching (CLT) it is based on the following postulates:

-   Activities that involve real communication are essential for language learning.
-   Activities in which language is used for carrying out meaningful tasks promote learning.
-   Language that is meaningful to the learner supports the learning process [2:76].

In closer scrutiny, TBLT is based on the assumption that students may learn more effectively when their minds are concentrated on the task, rather than on accuracy of grammar constructions they are applying to achieve the communicative goal. In task-based teaching the language content is defined, not by a grammar syllabus, but by what learners need to complete the task. Thus, learners focus on meaning and they are free to use any language they want.

As it was mentioned previously the task is the focus point of the approach and language is the instrument that the students use to complete it. The concept of the task is not new for the methods of teaching foreign languages and has been known since the days of Grammar-

Translation method when the task was treated as a piece of translation. In TBLT the task performs a new role and reflects real life situations, for example, in educational or work contexts; giving an academic presentation, attending an interview or meeting, applying for a job, or dealing with the public – things that people need to do every day in different fields like associating with foreign friends, tourism, health services, business and education Because it is closely linked to learners' real needs, task-based teaching can be highly motivating for learners and extremely useful for their further progress in the target language acquisition.

The success of a TBLT lesson procedure depends greatly on correct planning. The basic framework comprises three phases: Pre-Task (Presentation of the task), Task (Performance mainly in small groups with the teacher guiding, facilitating, counseling) and Post-Task (Review and Constructive Feedback).

The tasks themselves may vary greatly. However, it is reasonable to distinguish three major types:

- information gap activities which involve the transfer of information from one person to another and allow students to request information, ask for clarification and negotiate both meaning and appropriate conclusion;
- reasoning gap activities encourage students to use reason and logic to decide what information to convey and what resolution to make for the problem;
- opinion gap activities are those that ask students to convey their own preferences, ideas and feelings about a particular situation.

In the process of teaching students of the department of geography and tourism as an information gap activity it is recommended to use "Tell me where things are" in which students are to think about the building they study in and five places a visiting student might need to find. The partner(s) has to draw a floor plan as he/she listens.

One of the beneficial reasoning gap activities is "Welcoming visitors" participating in which students get the task to imagine they are working at a reception for an international tourism fair in a chosen city. Their job is to welcome each of the guests and begin a short conversation. They may want to offer something or introduce the guest to another person. Make sure that you treat each guest with the appropriate level of respect and formality. Two of the people must be people that you already know. None of the guests should be left on their own. You should meet and greet as many different guests as possible. The guests write their name and job on a badge.

Opinion gap activities usually include debate or discussion on a wide range of topics: "Beach Tourism is Losing its Popularity", "New Travel Destinations", "What Makes a Perfect Entertainment Hotel Worker", etc.

To sum up, taking all the above-mentioned into consideration, it may be stated that despite the difficulties in implementing TBLT into the process of teaching non-linguistic students, such as elaborating materials, the scarcity of task-based manuals and difficulty in comprehending grammatically inaccurate language, the advantages of the method are indisputable: overcoming the language barrier, putting the emphasis on real-life, meaningful communication, spontaneous creative language use.

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CRITICAL THINKING AND ITS INTEGRATION IN THE PROCESS OF TEACHING YOUNG LEARNERS

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Thinking of skills essential for mastering while studying foreign languages, we usually come up with reading, listening, speaking and writing. However, in the modern world it is not enough to have these basic skills to be successful. Apart from the things mentioned, it is important to teach the students to be creative, able to work with other people, to get and share information and use critical thinking not only in their work, but also in private lives.

The term "critical thinking" can be defined in different ways. According to Edward Glaser, it is the ability to deal with problems in a thoughtful way and to use the system of logical approach and questioning. Among the main features of critical thinking there is clarity, consistency, precision and reasoning. It has also been linked to autonomous learning as being very close in forms and methods.

Although critical thinking has already been known and used in different educational systems, it is not embedded properly in the Ukrainian system of schooling. As a result, we are experiencing a list of problems during the process of learning and teaching: first of all, students are not motivated for the cognitive activity due to the absence of proper reasoning; secondly, they are unable to use the skills acquired at school in real life situations, including their work experience; lastly, they are not ready to analyze information which makes it impossible to get new skills and knowledge after the period of compulsory education is over.

It should be noted that integration of critical thinking methods is appropriate for students of all ages, but the earlier they appear in the learning process, the better they would be absorbed. However, it all should be started with the teachers applying these methods for their self-improvement while preparing for lessons. It could begin with conducting self-analysis covering such points as proper preparation for the topic to be taught, defining clear objectives for it, motivating students in the form of applying to real life situations, thinking about possible activities, analyzing the mistakes made in the past etc. It would not only help to improve your teaching skills but also set a good example for students to follow.

There exist a lot of ways to teach students to think critically. For instance, one of the basic methods is called effective questioning. It should be said that questioning is a very

important part of any studying process as it helps establish what is already known by students and serves as a connection between students' knowledge and new material. The questions asked by the teacher are used as a model for asking effectively, and that is the reason why they should be chosen thoroughly while planning the lesson to make students familiar with this concept. The method is used for developing interaction between teacher and learner so that the learners can defend their own thoughts and ideas which means to use critical thinking. It would be especially efficient to use a set of questions while defining the topic to turn students' attention to what they are going to learn during the lesson.

The concept of active learning is also close to the idea of thinking critically. By this term we mean involving students in the process of education and making them active participants of it. Such methods as problem solving teaching and different kinds of information search and group or pair activities could have significant impact on the ability to defend their own position and think rationally. To achieve this goal successfully, a teacher should not be a central figure during the lessons and only help the students when they are stuck at some point of working. The role of a teacher in this concept is to be a mediator and an advisor, in order to give the students the sense of freedom in finding and checking new information, gaining experience and share thoughts and feelings about the material of lessons.

Another method is closely connected with content-based learning and is especially effective to use in the process of studying foreign languages. It affects the topics which should be studied in such ways that they become closely connected with the spheres of student's interests. Thus, the language is used and studied in a more natural way, and students are motivated to discuss the topics they are interested in which stimulate them to discuss the material, and therefore to think. It could be used as a good way to boost speaking and productive writing skills.

Learning strategy instruction is also considered to be an effective approach to teach critical thinking in the language classroom. The first way is when the teachers help their students develop critical thinking through teaching learning strategies. The second and the most effective way is when, after the explanation of the main principles, they encourage students to describe and share their own learning techniques and strategies. To make it successful, students should be given proper instructions for all the stages included e.g. giving them meaningful learning tasks, engaging in the process of interactive learning and helping evaluate their thinking.

It should also be noted that critical thinking techniques do not blend well with the methods of communicative approach which is dominant nowadays in teaching foreign languages at school. Communicative approach means an emphasis on using the language, but not on learning about the language, and it does not leave a place for proper reflection in the target language.

The ideas of using critical thinking in the learning process could be a way to motivate students and allow them to be active participants of the learning process. It incorporates such concepts as independence in thoughts and proper reasoning for the activities done in classroom which could be useful for students in their future career and life in general.

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IMPLEMENTING ADVERTISING PERSUASIVE STRATEGIES IN THE EFL CLASSROOM FOR PROMOTING MEDIA-LITERACY

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Understanding media literacy as "the ability of a citizen to access, analyze, and produce information for specific outcomes" (Aufderheide 1993), the educators of various levels should focus on equipping students with a set of tools for distinguishing reality from the mediated reality / its media representation. Children and teenagers, living in a culture dominated by media often lack critical thinking skills for analyzing and evaluating information. They need to realize how strong the influence of media is, how much time they spend in media and what their media landscape is.

A set of tools for critical information processing should be reinforced with a clear understanding of the tools used in different types of discourses. The persuasive strategies under study are: famous people testimonials, plain-folks pitch, snob-appeal approach, bandwagon effect and hidden-fear appeal (Campbell 2017). They are conventional techniques exploited in advertising with a narrative behind the audio-visual form. Students should be able to analyze and evaluate the advertisements, single out the narrative elements of ads (the character, settings, plots featured, conflicts and pitting characters / values against one another, resolving the conflict by means of applying or purchasing the product). Knowing how to decode those traditional elements of a narrative helps to create DIY ads, thus fostering media literacy skills of the higher level.

This advertising literacy, as a component of a notion of "media literacy", may be positioned within the broader concept of persuasion knowledge, defined as the ability of an individual to "recognize, analyze, interpret, evaluate, and remember persuasion attempts and to select and execute coping tactics believed to be effective and appropriate" (Friestad 1994). This approach presupposes high-order thinking skills and shows the audience's critical ability to process advertisements. Within the persuasion knowledge model target and agent are functioning with topic knowledge, persuasion knowledge and target / agent knowledge to display their persuasion attempts and persuasion coping behaviors. Implementing those

components in DIY ads in the EFL classroom helps students categorize relevant information, encode and decode appropriate messages.

So, being media literate today is a skill one has to work on a daily basis, as consuming information happens daily too. The knowledge of persuasive techniques advertising agencies engage in allows students effectively decode the verbal and visual message of the commercials and understand the narrative behind the ad.

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ENGLISH FOR COMMUNICATIVE PRACTICES AT TERTIARY LEVEL

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English for Academic Purposes (EAP) – the teaching of English with the specific aim of helping learners to study, conduct research or teach in that language [1, p. 8; 4, p.1] – is an international activity of tremendous scope. As Dudley-Evans [2, p. 7] notes, EAP often tends to be a practical affair, and these areas are typically understood in terms of local contexts and the needs of particular students. But while it involves syllabus design, needs analysis and materials development, EAP is now also a much more theoretically grounded and research informed enterprise than these kinds of characterization suggest.

The communicative demands of the modern university, much like the modern workplace, involve far more than simply controlling linguistic error or polishing style. In fact, international research, experience and practice provide evidence for the heightened, complex and highly diversified nature of such demands. Supported by an expanding range of publications and research journals, there is growing awareness that students have to take on new roles and engage with knowledge in new ways when they enter university. Such broad definitions therefore fail to capture the diverse ways that EAP seeks to understand and engage learners in a critical understanding of the increasingly varied contexts and practices of academic communication. More specifically, current EAP aims at capturing 'thicker'

descriptions of language use in the academy at all age and proficiency levels, incorporating and often going beyond immediate communicative contexts to understand the nature of disciplinary knowledge itself. It employs a range of interdisciplinary influences for its research methods, theories and practices to provide insights into the structures and meanings of spoken, written, visual and electronic academic texts, into the demands placed by academic contexts on communicative behaviours, and into the pedagogic practices by which these behaviours can be developed [3]. It is, in short, specialized English-language teaching grounded in the social, cognitive and linguistic demands of academic target situations, providing focused instruction informed by an understanding of texts and the constraints of academic contexts.

Needs analysis is a key feature of any EAP course, but the definition of 'needs' in given contexts and the sources, methods and types of data that feed into contemporary needs analyses have developed considerably in recent years. While an understanding of the skills, assignments and discourses students are likely to encounter in their academic classes remains important, this is now often combined with efforts to discover how students respond to their assignments and courses and tutors' reactions to students' writing and participation. Course development starts with needs and rights analyses and uses the information to state the broad goals and the more specific outcomes on which a course is based. These, in turn, form the basis of a systematic plan of what needs to be learnt, selecting and sequencing the content and tasks that will lead to the desired learning outcomes. Conducting needs analyses, setting goals and objectives and devising and evaluating syllabuses are therefore part of a closely integrated process. It is important to repeat, however, that these decisions do not automatically flow from needs data or instructional objectives but involve making judgments throughout the progress of the course. A syllabus publicly declares what the teacher regards as important to students and so reflects a philosophy of teaching, including beliefs about language and learning.

Thus, methodologies and materials are the realization of a teaching plan in the delivery of an EAP course. Their importance is measured in the extent to which they contribute to students' learning experiences and in developing control over target genres. Most discussions, however, tend to focus on classroom methodologies as ready-made, off-the-shelf solutions to teaching and learning issues, foregrounding generic treatments and ignoring specific contexts and teacher perceptions.

Consequently, the design and implementation of any curriculum for EAP courses should take into consideration the different language needs of the target learners. Undoubtedly, by determining learners language needs, a strong foundation pertaining to the whole idea of conducting the particular language courses could be formed. With that preliminary knowledge, the whole process of designing curriculum, from the construction of course objectives to the selection of course contents and learning activities can be made easier. This could provide assurance in the quality of the courses especially in making the learners to achieve the expected learning outcomes.

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PEER LEARNING: SPONTANEOUS AND ORGANISED

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"That was an amazing experience," said one of my students at the exam getting her excellent mark not only for her knowledge but also for tutoring one of her less diligent group-mates. Teaching the course of grammar at the philological faculty, I have always felt that some students need more detailed instruction and more personal attention to master the grammatical material within the time limit we are given. One of the possible answers to the problem is peer learning. The idea is not new. Students have always helped each other, but what could teachers do to enhance the process?

The term 'peer learning' refers to the situations where students support each other in the learning process. There are different forms of peer learning such as peer support groups, supplemental instruction, peer tutoring, peer teaching and peer-assisted learning. Peer learning emphasizes the experience of all participating students. Peer learning is the acquisition of knowledge and skill through active helping and support among peers. It means helping each other to learn and in doing so, learning themselves (Gogus A. (2012)). It is not a substitute for teaching and activities designed and conducted by staff members, but an important addition to the repertoire of teaching and learning activities that can enhance the quality of education (David Boud, Ruth Cohen, Jane Sampson (2001)).

Our model of peer learning suggests that students in the same year form partnerships to assist each other with both course content and preparing for exams. It can be simply the sharing of knowledge and experience between the participants, or one of them can be a tutor for the other. Anyway, peer learning is always mutually beneficial. The one who tutors, improves his knowledge, while it is challenged by the other one's questions and misunderstanding. Explaining things to someone, you need to look deeper into the material, formulate your thoughts more clearly and in different ways. As a result, your own understanding gets more profound and it stays with you for a much longer time. So, both participants of peer learning

gain larger test scores. "If you would thoroughly know anything, teach it to others", Tryon Edwards (1809-1894) said.

Students often have concerns relating to their capability to tutor their groupmates and to the responsibility associated with that. Some of them have to overcome their low self-esteem or lack of communication skills. So, the teacher's role is also very important here. Peer learning has to be organized and inspired by the teacher. Students often need encouragement. A bonus of 2-5 additional points for tutoring at the end of the course can persuade those who would be too busy or too shy to do it otherwise.

Another good reason for the students of philological faculty to spend their time teaching others is to improve their social skills and to get precious experience for their future job. For many of those who tried it, that was the first time they realized that teaching can be a rewarding job after all. Actually it all started with two groupmates. One of them had to take an exam with low chances of passing it. Another one got "E" and didn't care to try harder. Later she decided to help her friend prepare for the exam and she came along to give her some moral support. It was a pleasure to see how the one who tutored celebrated each of her friend's correct answers. Now she cared.

So, the process of peer learning has always been a part of students' life, but it is also a good idea to enhance this process encouraging students to take the role of tutors, arranging, directing and stimulating it. The best thing is that everyone benefits from the process: the student who is tutored, gains higher test scores; the student-tutor improves his/her own skills, gets teaching experience and the feeling of satisfaction from the results, while the teacher gets an additional resource to achieve academic success.

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ESP METHODOLOGY: TEACHING LEGAL ENGLISH

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Nowadays Legal English is becoming more and more popular for graduates of Law universities in our country. This is mainly happening due to the globalization and appearing in our country big multinational companies with numerous legal departments. However, the majority of Ukrainian universities are not ready for this and their curricula lack such subjects

as Legal English, International Legal English etc. Nevertheless, employers require good command of Legal English, B2 is preferable. So, many students try to solve this problem by themselves and either attend private courses in order to get this knowledge or study by themselves. Overcoming this problem is one of the challenges of modern educational system.

Firstly, the curriculum in Law universities should respond to all changes, which are taking place currently. Thus, special subjects should be included into it. In addition, textbooks should be designed by local specialists, so that not only international notions are studied, but domestic as well. This is really essential if you work with textbooks, such as International Legal English (Cambridge University Press). Very frequently learners face the problem, when they cannot find local or direct analogue for specific term.

Secondly, the materials, which are provided by Law universities, are really obsolete and do not correspond to constant changes of legislation. They should be constantly updated and revised, but unfortunately, because of lack of financing in our country, this cannot be done.

Thirdly, Legal English is taught only during the first year of education. Of course, it is not enough, because this discipline consists of numerous terms, notions and expressions, which cannot be mastered for such a short period of time. Thus, it is necessary to make this course at least one year longer, so that students are able to get better knowledge.

In summary, teaching Legal English in Ukrainian universities is one of the biggest challenges nowadays. Current curricula do not correspond to modern requirements and are pretty obsolete, so they need to be revised and adjusted to modern demands.

ESP: A BIT OF HISTORY AND LOTS OF CURRENT PERSPECTIVES

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The term *Language for Specific Purposes* (LSP), part of which is English for Specific Purposes (ESP), is widely used nowadays and over decades has acquired variety of different interpretations and applications. ESP is treated as an *approach to course design and teaching* that targets groups of learners who have a common goal or purpose in learning English (Woodrow, 2018). There exists the opinion that LSP refers to *language in context* where functionalist and pragmatic approaches to language dominate (Gollin-Kies, Hall & Moore, 2015). The idea is also advocated that each pedagogical situation and each group of learners is new and different, and thus 'central to LSP pedagogy must be determination of the *unique characteristics of each teaching/learning situation*, and the exploitation of these characteristics for development of syllabuses, of classroom activities, and of evaluation and assessment' (op. cit.: 5). Reflections on the extent of specificity result in the assumption that 'the course becomes really specific … geared to the *specific needs of the target situation and of individuals concerned* [making] extensive use of authentic materials' (Dudley-Evans & St John, 1998: 9).

Defining the roots of ESP as *an approach to language learning which is based on learner needs*, Hutchinson and Waters (Hutchinson & Waters, 1987) claim that, like most human activities, ESP appeared to be not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends, the combination of which pointed towards the demand for increased *specialization* in language learning. These trends that have resulted in changing the role and status of both – a language teacher and a language learner – can broadly be summarized as the major forces of different nature – social (need), linguistic (language) and psychological (learner and learning).

1. **Social perspective**: *need* ('The demands of a Brave New World'). Huge expansion in scientific, technical and commercial activity on an international scale after the Second World War generated demand for an international language, whose role fell to English. This, in its turn, shifted the focus of its acquisition – English, as Hutchinson & Waters put it, 'became subject to the wishes, needs and demands of people other than EFL teachers', and there appeared the growing demand for the language courses tailored to specific needs of different target groups of learners.

2. **Linguistic perspective**: new ideas about *language* ('A revolution in Linguistics'). Studies in Linguistics taken in the sixties of the 20th century placed emphasis on discovering the ways in which language is <u>used</u> in real communication rather than on describing its formal systemic and structural features. In other words, the view gained ground that if language use varies from one specialist area of work or study to another, the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of each specific target language use (TLU) situation.

3. **Psychological perspective**: new ideas about *learning* ('Focus on the learner'). Emphasis placed in Psychology on investigating learners' psychological characteristics that shape motivation and attitudes to learning EFL also contributed to the rise of ESP. An attempt to look beyond and below the surface of linguistic features of the TLU situation and find correlation between learner's needs and *cognitive processes* that underpin language use, resulted in assumption that there exist common reasoning and interpreting processes which enable language learners as thinking beings to extract meaning from discourse, employ certain thinking and processing strategies, and verbalize them in language use. This bring us to a broader perspective of understanding ESP – focusing not so much on characteristics of a learner (learner-centric approach) but on comprehending the *processes* of language *learning* (*learning-centred* approach)

The paper considers practical application of the above approaches and issues in the academic setting of Sumy State University (SSU). The principal data discussed are drawn from a large-scale survey conducted in October 2019 to investigate quality of LSP instruction at SSU and figure out the scope of problems and challenges ESP teachers and students face. The insights gained from the survey focused on identifying the ESP teaching/learning pitfalls and thus designing the road map for bridging the existing gaps.

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MODERNIST STORYTELLING TECHNIQUE OF E. HEMINGWAY'S "IN OUR TIME"

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The tasks of our research are to find out the stylistic peculiarities of short stories by Hemingway in the context of the modernistic literary development and to reveal the stylistic suggestibility of the short story cycle "In our time". Hemingway's works have been attracting the attention of more and more linguists because the influence of his writings on American literature is considerable [1;2].

"In Our Time" is labeled as a collection of short stories or a composite novel. The most important character in "In Our Time" is Nick Adams, who is the protagonist of seven stories. We first see him as a little boy in "Indian Camp" and we see him last as a grown but still young man in "Big Two-Hearted River," the story that ends the volume. The seven stories that deal with Nick Adams provide enough information for us to trace his psychological development from early boyhood to young manhood. Nick's life is full of shocking events that bring him face to face with violent death, also disappointments and frustrations having to do with love deeply affect him. The theme of the stories is to reflect the nature of the world "in our time".

What is more, Hemingway was to create an atmosphere of horror—the Germans' slaughter was inhuman to a degree unsurpassed by anything—and to pave the way for the mental distortion of Nick Adams, who is the central character in these works.

In the process of analysis we came to the conclusion that Hemingway's literary style is very simple, but, at the same time, this prose is highly sophisticated and its impact on the reader is powerful. Hemingway's style of writing displays, to the ultimate degree, the horror and emptiness. Such a high frequency of short sentences reveals a matter-of-fact atmosphere without any personal emotional exaggeration, because subordination expresses the author's complex thoughts and feelings. What's more, a pile of short sentences placed

continuously suggests that everything happens in a short time, loading more mental pressure on the readers. Moreover, he employed the plain and simple words. For example, he used very few adjectives in this prose.

Hemingway carefully chose every word in the vignette. In each sentence, he seemed to tell us tonelessly who did what, where and when.

However, through his simplicity, we can decode a sense of moral value and clarity of heart as well. The theme that contemporary life is characterized by violent death is presented to the readers plainly.

Hemingway's style can be described as masculine. The use of short, simple, powerful statements in his writing leave the reader with a sense of brute strength that can be associated with the brute strength of a man.

Many of the themes presented in the works of Hemingway can be described as male-oriented and extremely masculine. The concept that a real man does not whine or complain when put into a position of pain, but takes his downfall with a sense of grace and dignity is a recurring theme seen throughout Hemingway's stories. Baker expressed the idea that because the hero lives by his code, he is able to "live properly in the world of violence, disorder, and misery in which he inhabits". The young waiter who hopes to one-day become a noble bullfighter in "The Capital of the World" illustrates this point. After performing gallantly, he takes his defeat with a sense of pride and chivalry allowing him to die the only real death in Hemingway's mind, the death of a real man.

Hemingway is a master of dialogue. It's not so much that he is recreating precisely how individuals speak, but through his brilliant use of repetition, he is able to make the reader remember what has been said. Hemingway's style of writing was probably most influenced by his early work as a cub reporter for The Kansas City Star. There he was forced to adhere to a stylebook for young reporters, which included the following advice: "Use short sentences. Use short first paragraphs. Use vigorous English, not forgetting to strive for smoothness. Be positive, not negative."

Taking everything into account, we have come to conclusion that Hemingway's words are essentially just words like any other words, but the way he stirs them together is his own unique formula, a stylistic recipe that no other writer has been able to recreate. There are sentences that only Hemingway could get away with because we know that Hemingway wrote them. Hemingway is truly alive in his words because his words are truly his. His style is uniquely his. This is what makes him a writer in the truest sense.

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MORAL ISSUES RAISED IN THE PARABLE OF PRODIGAL SON APPLIED FOR THE DEVELOPMENT OF CRITICAL THINKING AT THE ANALYTICAL READING CLASSES

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The Bible is full of stories, from Genesis clear to Revelation. Entire books of the Bible are dedicated to telling a specific story.Some of these are stories of good triumphing over evil, while others are heartrending stories that tell of death and destruction. Some stories are funny; some are poignant; and some just make you shake your head.

Every Bible story has a purpose that can make a good lesson come to life for all of us in general and English language students in particular.

The parables of Jesus make up a crucial part of the Bible. Jesus had the wisdom to simplify the profound spiritual truths he needed to share with humanity in the form of relatable stories that are easy to understand. A parable is a tale about a simple, common subject to illustrate a deeper, valuable moral lesson. The source definition of the word "parable" means a placement side by side for the purpose of comparison.

The story Jesus Christ told in Luke 15, is commonly known as the parable of the prodigal son. It recounts a son's departure from his father's home, the lessons he learns, and his return, wiser for the experience. It is also the story of a family's journey to reconciliation.

Let's review the account. A man had two sons. One day the younger came to him with a demand: He wanted an early disbursement of his inheritance. Despite the likely hardship that would come in taking this money from the estate, the father gave the son his portion. So off the young man went, into another life.

He traveled, it says, to a far country. In time the son burned through his money and found himself penniless. High living beyond his means reduced him to doing manual labor for a daily wage. After working at a job that paid little and gave no satisfaction, he began to evaluate his situation. He was barely making enough money to buy food. It seems the animals that he fed ate better than he. No money. No friends. No good prospects.

What would you do in such a situation? Would pride prevent you from returning home or restoring a relationship? Would stubbornness push you toward self-destructive behavior such as addiction to drugs or alcohol? Or perhaps you might feel your parent no longer loved you and would not want you back.

Returning to Christ's story, it now reaches the most critical point. The young man comes to himself when he realizes the servants in his father's home have plenty of food and don't go hungry. He says, "I will arise and go to my father, and will say to him, Father, I have sinned against heaven and before you"

Imagine the moment of humility. He's at the end of his rope. All his natural confidence is gone. He realizes he can't go forward on his own. He knows that he must return home. And that's exactly what the young man does- he returns home where his father is waiting for him with love and patience.

The parable of the lost son is a parable for today. We suggest a variety of assignments based on this parable.

We can use *the plot* of the story for creating a modern version of the story. It'll make the story more true to life and applicable for the needs of English learners.

We may use *the characters* of the story for the comparison purposes. Students may compare the traits of the characters, their attitude to life and their actions.

We can trace *the development of characters* and how their attitudes to life change: ***Used to be … / became***

In conclusion the story may be not only a source of wisdom, but also a powerful source for the English language development.

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CONTRAST IN LITERARY DISCOURSE

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The concept of differences, opposites and contradictions that is the logical and philosophical basis of contrast was used in ancient philosophy. Since that time, thinkers and artists noted that "contrast" (Aristotle), "opposition" (Augustine), "collision" (Hegel) play an important role in different spheres of human beings life. Theoretical and methodological basis for work is stipulated by the new approach to the problem of determining contrast. Structural, semantic and functional features of contrast in English literary texts have been found out. The research of evolution of contrast enables to find out lingvo-pragmatic potential, new interpretation of the meaning of contrast in the appropriate contextual surroundings of literary discourse.

Contrast is one of the fundamental compositional and stylistic principles in fiction. For the development of the logical structure of the concept of the principle of contrast, it is necessary to view two main interrelated areas. Firstly, contrast has long been associated with the most common notions as antithesis, opposition, confrontation. Secondly, contrast in lingual interpretation is an integral part of language and speech system. They are sometimes called contrast signals. Contrast as an expressive opposition is explicated with the help of opposite signs, where in the completed utterance an author strongly influences the reader. Therefore, in our view, contrast is observed as semantic and functional basis of a literary text, as the primary means of expression of the work. Since the basis of the mechanism of creation of contrast is a contradiction, the method of semantic and functional

organization of the text is most important for stylistic effect in creating a work of art. A key role in this process is played by those stylistic figures, which can realize the contradiction, so-called figures of contrast.

Contrast is a complex cognitive entity that builds on the convergence of various contrastive imaginative means, and as a result of the dynamic and interactions of conceptual units of different levels within the text, which is primarily a phenomenon of antithesis. Semantic-syntactic structure of antithesis (from Greek *anti* 'against'; *thesis* 'statement') and its stylistic function is based on a sharp contradiction between images and concepts [1]. In modern theoretical and critical literature antithesis and oxymoron are considered to be a kind of semantic contrast. Y. M. Skrebnev states that antithesis "denotes any active contradiction, emphasized co-ocurrence of notions, really or presumably contrastive. The two opposed notions may refer to the same object of thought or different objects" [2, p. 163]. At the current stage of development of linguistics antithesis is actively involved in the artistic discourse, because it meets the requirements of functional prose. As a lexical and syntactic model, it enhances, succinctly represents the message and performs stylistic features, and also it is an integral part of the content information.

Contrast both serves as a part (element, component) in a literary text and as a whole one with a complex shape. Contrast is a structural, semantic component and a composite aesthetic level of a literary text. In this case, the semantic confrontation between the dominant contexts is associated with a perception of reality by an author. In this meaning, contrast is regarded as the dynamic confrontation between contents-logical and structure-stylistic plans of literary presentation.

So, taking into account all abovementioned, we conclude that contrast as a lingvo-stylistic phenomenon is a widely used notion used in a literary text and requires a comprehensive study of language in all its forms, especially at the lexical-semantic level. In terms of value contrast is a complex semantic category that has the nature of the linguistic field and has its centre or semantic dominant, and a kind of peripherals.

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INTRA- AND EXTRA METHODOLOGICAL
PERSPECTIVES ON CLIL AS A PART OF TEACHING REMODELLING

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> "Most problems of teaching are not problems of growth but helping cultivate growth…"
>
> *Naom Chomsky*

CLIL is the natural and evolutionary consequence of paradigmatic and pedagogical shift in foreign language teaching. Initial structuralist approaches to language analysis developed into cognitive theories (e.g., Chomskian generativism) and, later, into pragmatic assumptions (Chomsky, 2000). Language forms and structures gave way to constituent formation and then context, placing communicative practices at the core of language teaching (Muñoz-Luna, 2014). Consequently, content and language integrated learning (CLIL) implementation has become the cornerstone of educational change all around Europe, building on a reconceptualization of language learning, as well as an innovative remodelling of pedagogical perspectives.

From a pedagogical standpoint, drills and repetitions were gradually substituted by meaningful language interactions in which learners had to find and construct their own messages. In such a constructivist environment, the teachers' task has inevitably expanded; it is now their responsibility to identify students' needs and learning strategies to provide them with more contextualised and meaningful input (San Isidro, 2018). From the learners' side, they are autonomous, and that means they make use of metacognitive strategies to be able to modify their own learning rhythms.

In a foreign-language-mediated CLIL scenario, different aspects of teaching and learning are affected: curriculum elaboration, task designing, available resources, language and content relationship, intercultural competences coaching.

This has led teachers enrolled in multilingual educational programs to reconsider, rediscover, and reinvent their practice. Recent research programmes are now analysing the effectiveness of content-based language teaching (Brinton et al., 2011). The results so far show a great concern for clearly identifying the different competences in education; moreover, they evidence the need for more attention towards affective and motivational aspects in the curriculum (Nikula et al., 2016). The complete acquisition of communicative competences in the L2 includes the mastery of certain extra (cultural, occupational, conceptual) and intra (subject specific) domains, and CLIL provides a meaningful platform integrating lingual and discipline-specific contexts.

Thus, despite facing new professional, psychological and personal challenges in CLIL, it is obvious that both educators and students result as primary beneficiaries from its implementation:

- Learning results prove to be the most advantageous because of students' implication in the entire process;
- Learners are experiencing a more contextualised learning in which language and subject contents are fully integrated;
- Students work from what they already know to arrive at new concepts and to build on their further competences;
- Teachers raise their occupational competitiveness and the competitiveness of the educational premises they represent.

The latter is reflected in higher school ratings, successful alumni employment, and commercial and educational well-being.

Despite intra- and extra-methodological bottlenecks, the full significance of CLIL implementation goes beyond methodology, because it arises out of the synergy brought about by integrating language learning methods and methodologies related to the learning of other subject matter. CLIL is an innovative approach, an evolving philosophy of language learning, and reconceptualization of the educational paradigm, the one helping cultivate professional and personal growth.

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FORMS AND METHODS
OF THE PROFESSIONAL EDUCATION OF US POLICE OFFICERS

Islamova Aleksandra *(Khmelnytsky)*

Today the professional education of police personnel is one of the most important issues in the regulation of law and order in the country, the protection of the rights and interests of the citizen of the country in which he or she lives. Each country brings multifaceted experience of law enforcement education, aimed at ensuring public safety, combating crime etc. On such basis a national system of professional education of police officers is built.

The United States police system has a long history, a tremendous experience in crime and public order, as well as a federal system of government. The peculiarity of this structure is that it has a decentralized system and their forces operate at the federal, state, and local levels. Combining previous experience and current state, we can safely say that this country has a strong base of forms and methods of education professional staff of police officers, carried out on the basis of educational institutions - police academies. Law enforcement personnel are trained to act in harsh, unpredictable and dangerous circumstances. It requires special professionalism. In the United States of America police training institutions are situated under the authority of designated areas.

The teaching and learning process includes basic knowledge, after which graduates receive additional on-site training, because the hours of schooling vary in each state (from 320 hours: South Dakota, Tennessee, Kansas to 1040 hours: Hawaii). If police personnel changes the state, it has to undergo initial schooling again, because of the difference not only the number of education hours, but the schooling program itself. However, there are constant points in the curriculum that clearly state the forms and methods which law enforcement personnel are trained by:

- includes arrest and registration of procedures, preliminary investigation methods, reporting, traffic investigations and road safety;
- includes extreme driving of the Operational Course car and pursuit;
- safe handling of fire weapons (proper care of weapons, firing etc.);
- learning the culture of relationships (media relations issues, disability awareness, hate crimes, domestic violence etc.);
- includes the search and capture of the offender (arrest statutes, sexual offenses against children);
- technique of schooling the process of patrolling;
- classes on the Constitution and public rights, state laws and regulations of municipal bodies, provisions on accident investigation.

The police educational program is aimed at improving officers' skills. Classes are held according to the teachers' own methods. Interactive learning methods, visual aids, handouts, videos, and brainstorming are actively used. The educational process is aimed at releasing from the higher education institution a thinker, able to debate and willing to continuously develop and improve the police. One of the most effective educational methods is business games, which are as close as possible to real life situations.

A special place, as a law enforcement agency, is given the development of physical education and sports. Everyone who wants to join this profession must have perfect physical training and take a physical education test. But keep in mind that in addition to the basic forms and methods of education US police, there are some differences caused by individual selection criteria and the municipal law enforcement system.

Graduates of US law enforcement agencies, upon coming to the service, are thoroughly tested for knowledge of policies, techniques, rules and instructions and confidently do their jobs (two weeks' schooling). The next step is a 16-week hands-on schooling program that allows us to smoothly transition a police officer to the job.

The careful approach and experience gained in the professional education of US police officers is effective and prepares highly trained police personnel.

CONTINUING PROFESSIONAL DEVELOPMENT

Raisa Istomina *(Kharkiv, Ukraine)*

Nowadays a lot of teachers pay great attention to their continuing professional development, attending face-to-face seminars, on-line webinars, reading books and articles on teaching foreign languages and focusing on updated tendencies in the teaching-learning process. It has become an integral part of their profession as they strive to work effectively and better understand needs of modern learners.

Teachers can choose any way of continuing professional development (CPD) besides above-mentioned: observation of colleagues' lessons with feedback sessions, training courses aimed at developing study skills and transferring them into professional ones. Participation in conferences, home and international, also gives understanding where to move, how to do and where to get necessary data, materials, etc. Self-evaluation is another opportunity of CPD. But a teacher should have strong motivation to move ahead, and clearly understand how to use new data to "old" context.

Among a numerous number of CPD methods reflection is one of the effective approaches for investigating and improving levels of professional development in teaching. "Reflective teaching is an approach to teaching and to teacher education" and certainly it is based on the idea that "teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experience." [3, p. 312

Teaching philosophy is the first and important step in analyzing the teaching-learning process and its results. Formulating teaching philosophy can be a challenging, invigorating exercise but nevertheless it makes teachers "effectively articulate their knowledge of teaching and learning with details from the classroom. Philosophies are typically brief, but can speak to teaching habits, best practices, inspirations, and pedagogical goals." [2, p.1] The author of the theses concentrates on teaching students their teaching profession through the English language supporting them in becoming autonomous and independent learners to be motivated and successful in their professional life and these are the key points of her teaching philosophy.

Another research technique is feedback. What type of feedback to choose: judgmental or descriptive to be supportive? How to balance positive and negative feedback? And actually what is feedback? This technique in teaching is aimed at giving comments or information received on the result, positive or negative, of a set task. This technique teachers how to discuss, criticize, agree and disagree, give comments and find the ways out. Feedback sessions can be called problem-solving activities and they can be individual or for a group

of students. The process of highlighting the items which can cause a problem in teaching is collective, as several students take part in it, and it is mutual, as both a teacher and students are active participants of the discussion.

The way of giving feedback is very important as it depends on the aim the observer sets. If the aim is to motivate professional, intellectual and personal development of peers then feedback is supportive, otherwise it is judgmental, and it does not presupposes any kind of improvement. The author of the theses makes observation several months a year, when the students have their teaching practice in school. And from the own experience the author states that feedback sessions are real helpers in changing the situation for better in English Language Classroom as they teach how to be ready to cooperate and to be a reflector on the weak points.

As a result having focused on the all above-mentioned reflective research techniques we can get a "good learner" who feels safe and confident and has a strong desire to take risks learning new skills. "A good learner" has a good self-esteem and can "seek help when needed without expecting criticism, is optimistic and has a positive attitude to a problem". [1]

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LITERACY FOR YOUNG ENGLISH LEARNERS

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What is literacy? Literacy is the ability to read and write. Reading and writing is a dynamic process of communication, and this process usually begins in the native language. Children can transfer reading and writing skills from their native language to English. These skills serve as a foundation for literacy in a new language. Some people say it is detrimental to children to learn to read in their native language and English at the same time. It is not true! Children can transfer literacy skills from their native language to English or from English to the native language.

EFL teachers should use a balanced literacy approach that integrates all four language skills and provide a language rich environment with lots of opportunities for reading and writing meaningfully in English. I firmly believe that activities should be engaging and interactive, balancing fun and effectiveness for both the teacher and students.

As it is said, children learn language through social interaction and need appropriate scaffolding:

• Reading and writing TO students;
• Reading and writing WITH students;
• Reading and writing done BY students.

Reading and Writing TO Students: As for me, I usually use songs and rhymes to focus on the sounds of English. During the classes, the children do exercises like tracing, connecting the dots, and coloring. These are fun and effective activities for building early literacy with young EFL learners.

Reading and Writing WITH Students: I can give students more responsibility. At our Drama Club we often have Choral reading and Readers Theater. Students have their own copy of the text. As the text is a part of a story, children can do a dramatic reading, which is known as Readers Theater. Students act out a story like a play and read the lines for each character. They can dress up as the characters and mime their actions as they read their part out loud. Then we add some music, dances and songs. Our performance is ready! Some rehearsals with costumes and scenery. Then The First Night comes! My students love to learn English this way!

Our theater is a submergence into the modern and traditional theater, into the world of drama and vivid images. For the children, the main thing in learning is the impression, and the theater world gives the brightest emotions. My young actors imagine themselves being brave, strong, clever, shy, friendly acting different characters. It seems to me that "Too much dreaming is never a bad thing".

Reading and Writing done BY students: Children can read and write on their own. For example, project works: students are given a project to research a topic and create a poster about the country, food, animals, holidays, seasons, etc. Projects at lessons allow to form communicative skills and create a language environment. Doing projects students expand their vocabulary, learn and practice new speech patterns and grammatical structures improving the skills of reading, writing, speaking and listening. My students love this creative work very much. As I have noticed during this process their imagination runs fast.

Correspondence with schoolchildren from other countries is a good way of communication. The purpose of this cooperation is to improve mutual understanding between different countries, to form national consciousness, tolerance in students; education of dignity, love for their homeland; development of creative personality; collective creativity and communicative abilities; familiarity with the traditions and customs of another community.

Children, including teens, should be able to have the right to express their thoughts as they develop and to raise self-esteem, gain knowledge and skills, in particular regarding conflict resolution, decision-making on issues of life.

A distinguishing feature of the dialogue of cultures is the adjustment to productive speech activity. The exchange of experience through songs, poems, drawings, and letters contributes to the formation of students' writing and reading skills in English. The development of critical and creative thinking, the encouragement of free expression of children's thoughts are the main tasks of teaching a foreign language.

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READING AS A MEANS OF DEVELOPING LEARNERS' CROSS-CULTURAL AWARENESS

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The 21st century is a pluracultural world in which the linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and "know how" [1, 43].

Thus, an individual person's experience of language in its cultural contexts expands because he or she builds up a communicative competence in which languages and cultures interrelate and interact making them an enriched, more complex personality, enhancing their capacity not only for further language learning but greater openness to new cultural experience. In view of all this, culture becomes a valuable component of new foreign language curriculums in Ukraine, emphasizing the necessity of incorporating it into foreign language teaching.

In a New Core Curriculum "English Language Teaching Methodology" (Bachelor's level)" much attention is given to developing intercultural awareness of future English teachers. It is red-penciled that the students **must be aware of:**

- the notion of culture and intercultural competence and their roles in learning and teaching languages;
- their own intercultural attitudes and prejudices;
- culture-specific verbal and non-verbal interaction patterns in relation to different communicative situations, etc. and **be able to** identify and interpret manifestations of culture in language to learners of different age groups and language levels; evaluate, select and adapt tasks, activities and materials for developing intercultural competence in English classes [2, 81].

To achieve these goals a future foreign language teacher who teaches two or more languages should acquire cross-cultural awareness which leads to comparative cultural analysis in various fields of the English speaking countries' life and institutions, beliefs and values as well as everyday attitudes and feelings conveyed by foreign languages.

In our view, reading, as a form of culture contact, may become a good means of developing students' cross-cultural awareness. Our experience proved that reading texts of different foreign writers has a lot of advantages. It helps the future teachers:

- to access the culture being taught, developing an understanding that all people exhibit culturally-oriented behaviours; that social variables such as age, sex, social class and place of residence influence the ways in which people speak and behave;
- achieve cross-cultural understanding of their own culture; compare communicative behavior patterns of people with different cultural backgrounds abroad and in Ukraine, traditions and customs of celebrating the same holidays in their home country and the foreign countries, etc.;
- to encourage empathy towards people of other countries, tolerance and respect to cultural differences;
- to increase their awareness of cultural connotations of idioms, phrases and words in the target language;
- to develop the necessary skills to search for new cultural information, locate and analyze it.

We firmly believe that reading stimulates the readers' intellectual curiosity about the target culture who gradually will become well-informed and interculturally awared. In this way they overcome the sense of remoteness and strangeness of others' differences across time and culture, learn to communicate across the differences, even if they don't share some cultural peculiarities.

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INNOVATIVE METHODS
AND TECHNOLOGIES OF TEACHING

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Innovative methods and technologies of teaching today are gaining increasing recognition and new opportunities associated with the establishment of interpersonal interaction through external dialogue in the process of assimilation of educational material, as well as contribute to the implementation of the principle of continuity of knowledge transfer, the formation of competencies, personal and meta-professional qualities of students. Among them there

are such methods as: method of direct instruction (J. Wiechmann and J. Grell), method of electronic self-directed education (T.M. Balykhina), method of pedagogic studio work (E.V. Nevmerzhitskaya), method of interdisciplinary projecting (S.E. Kaplina).

Method of direct instruction. The essence of the method is to achieve a more informed perception of educational material to learn, active orientation of the target. This approach contributes to the efficient perception of the material by learners. The teacher in the classroom is given a central role in managing the overall development of events. In implementing the method of direct instruction the teachers should: focus on the concentration of clear, a specialized formulation of the problem; pay attention to result providence of the lesson, simultaneously preventing learners' possible withdrawals from lesson's theme; support the mobile nature of the learning process, using in the course of instruction short remarks of individual character (in the form of questions, case assignments) that enhance the effectiveness of the educational process; give a small explanation when learners have difficulties while perception of the material; being an authority in the field of teaching, do not behave authoritatively that allows to design a lesson in accordance with the rules of correct communication between object and subject of the educational process (Wiechmann, 2006).

The effectiveness of the method is demonstrated by various forms of training.

The founder of the *electronic self- directed method* is considered to be T.M. Balykhina. Depending on the purpose, terms of e-learning method is based on a variety of tools and technologies that can be used as self-study; controlled learning; training, instructor-directed; embedded training and distance learning.

The purpose of introducing the electronic self- directed method of learning is to transfer the knowledge to highly independent learners. The method during preparing or carrying out practical tasks may include such forms of work as multimedia presentations, web-pages and other interactive tutorial information.

While using the *method pedagogic studio work* in educational process, the main aim of a lesson consists in receiving by student additional topics unfixed in educational programmes with the help of a teacher under obligatory expressed initiative of student in mastering new knowledge (Wiechmann, 2006). The method of pedagogic studio work includes methodical working steps, which structure, discipline and gradually brings students and teachers to its effective realization (Nevmerzhitskaya, 2012)/

Another method used at the advanced levels of teaching adults is the *method of interdisciplinary projecting* proposed by S.E. Kaplina (2013). The use of innovative method of interdisciplinary ecological projecting will have a success under the following conditions: creation of necessary motivation which guaranties definite interest to the content of the problem under consideration; importance of information and its value for the learners, which was got during the consideration and solving of a particular problem; reflection of interdisciplinary ties of the formulated problem in methods, forms and means of projecting realization.

So, there are so many different innovative methods of teaching adults which together with the traditional ones help us to instruct adults while learning foreign languages and organize the work in class. To conclude, the major concern is aiming at how to achieve

the best result or a relatively better one in a given context. Adoptions of teaching methods involve such factors as purposes, age groups and stages of mental development. In our opinion the method of direct instruction and the method of electronic self-directed education are comparatively found suitable for adult beginners while method of pedagogic studio work and the method of interdisciplinary projecting are advisable suggest for those at intermediate and advanced level. Guided composition should be practiced, combining two or three, even four skills together.

THE CONCEPT "NATURE" IN W. WORDWORTH'S POETRY

Olga Karasevych *(Odessa, Ukraine)*

It is known that information about the surrounding reality is stored in the human mind in the form of many concepts. The system of concepts creates a picture of the world, which reflects the understanding of reality by a person. In modern linguistics the study of individual-author concepts becomes especially actual. The purpose of our research is to investigate the concept of "nature" verbalized in the poetry of W. Wordsworth and to analyze the peculiarities of its representation.

The theme of nature is one of the main in the works of the English romantic poet, a prominent representative of the "Lake School" W. Wordsworth (1770-1850). Along with the nature of the native Lake District, the central themes of his poems are the fate of ordinary people who inhabit it, and the inner world of the poet who observes nature.

Using the field approach to the structure of concept offered by Z.D.Popova and I.A. Sternin, we built a model of the concept «nature» in W. Wordsworth poetry. It consists of three layers - a nucleus, an aroundnucleus zone or a semiperiphery, and a peripheral zone. The nucleus includes the initial, persistent images that the author forms in readers through using the most frequent lexemes and lexical phrases, the semantics of which can be directly correlated with the vocabulary definition. The nucleus embraces two lexical-thematic groups ("***nature as environment***» and «***nature as a set of natural phenomena***»), which are divided into subgroups (in the first group - *flora, fauna, water space, celestial space, scenery, names of natural sights and colours*; in the second group - *time and atmospheric phenomena*). The total number of lexical units expressing the concept of «nature» is 300 units per 40 Wordsworth's poetic works analyzed by us.

One of the most frequent uses in the lexical-thematic group «nature as environment» is the ***flora*** and ***fauna*** subgroups. The first includes words such as *bush, tree, primrose, periwinkle, daffodils, kingcups* and others, and the second - *butterfly, sky-lark, raven, sea-horse, sheep, roe* and others. The author carefully selects the names of the plants, using various names of species of trees and flowers. The fauna is represented by both wild and domestic animals, as well as birds and insects. The author uses mainly different special names for bird designation: *cuckoo, linnet, thrush, lark* etc.

Lexical units *torrents, ocean, wave, flood, bay, brook* and the like refer to the subgroup of ***water space***. The poet pays considerable attention to streams, rivers and lakes. The words *cloud, stars, rainbow, sky, sunshine, heaven* and the like are included in the lexical thematic subgroup of ***celestial space***. Words like w*oods, plain, hills, vale, field, cliff, mountains, desert sands* form a subgroup ***scenery***, which is characterized by a large number of elements. Forests and hills are the most frequent in this subgroup.

Analyzing the ***colour*** vocabulary, we note that Wordsworth's nature is rich in colours, but more often the poet uses green and blue. The ***names of natural sights*** subgroup covers the following elements: Tintern, Arabian sands, the Alps and others. The ***time*** subgroup is divided into two more subgroups - *daytime / nighttime* (represented by lexical units barrier between day and day, morning, evening, etc.) and *seasons* - spring, summer and others. More often his poems reflect spring. There are numerous poems dedicated to spring and its attributes, such as "Daffodils", "The Two April Mornings", "To a Butterfly" and others. We combined lexemes rain and snow into a subgroup called ***atmospheric phenomena***.

The aroundnuclear zone contains units that expanded their semantic load under influence of stylistic means. Among the most frequently stylistic means used by the author and representing concept "nature" are metaphors-personifications and epithets.

The periphery includes those units that belong to the nominative field of concept "nature", and - to a greater extent - to the nominative fields of other concepts. In our opinion, the peripheral zone of the concept in the works of W. Wordsworth is the least represented, which indicates that the poet was interested in nature mainly for its own sake, and not as a means of expressing other thoughts.

Thus, we came to the conclusion that for W. Wordsworth the concept "nature" is one of the main determinants of his worldview.

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BILINGUAL COMMUNICATION SKILLS AND TECHNIQUES OF PLUNGING INTO THE LINGUISTIC WORLD

Nina Karpenko *(Cherkasy, Ukraine)*

All educational establishments operate on the basis of curricula and programs, according to the profile of the educational institution, which in some way limits the number of hours for learning foreign languages.

We want to share one element of how we are trying to improve the quality of educational services within our curricula.

A new model of foreign language learning has been introduced this year. For the first time in the lyceum students of the 5th grade are trained for the purpose of perspective formation of the lyceum groups and creation of a basis for pre-core education. This is a new project and a new technology for providing educational services. The students are offered an introductory course in foreign languages. So within 2 months, the whole group is learning German, the next 2 months they are learning French. The purpose of this process is not to master grammar and vocabulary skills. The teacher aims to fall in love the students with the language, to make them interested to such extend that they are eager to express their thoughts and feelings in that language, to offer those tools that will help to assure students of practical mastery of the language. At the end of the semester, students choose a language for further study, explaining their choices. The main factor here is a conscious choice of language and motivation. If two languages (both German and French) are selected, one of the languages is optional. But this is not enough for us. We would like our students to be able to receive education abroad. Now I mean the certification of students. There are different forms of study abroad: a distance learning course that occurs in parallel with the educational process in the Ukrainian school; and an extramural form that requires a student to be present in the country for some time. Lyceum students take part in international exams that provide certification at various levels, including: IELTS, TOFEL, DELF, GOETE INSTITUT, FIT .: 3% of the Lyceum students are certified.

The next step is the participation of lyceum students in international projects. 3,320 lyceum students have participated in 37 international projects (1.4 projects per student); it is clear that participation in most international projects and exams is costly. But I assure you that any educational institution can afford to dive into the linguistic space. In a case of a lack of financial resources in the family, children are given the opportunity to compensate linguistic environment by preparation for the Olympiad, the Small Academy of Sciences and the specialization in foreign languages. And the competitions "Greenwich", "Puzzle" do not require special financial infusions. It is important to start working in this area systematically. The result does not have to wait long. We emphasize that this is not an episodic action, but a steady process of colaboration between the student and teacher teams.

Gaining experience of learning and living in a multicultural world, our graduates occupy positions of top managers in global companies, international organizations, and have their own business abroad. They are already adapted to the mentality of the country in which they choose to live and work. As has been emphasized, this is a sustainable process of teaching students flexibility in today's global world. We constantly monitor those institutions abroad that are competitive in the global market and that will open up real prospects for our graduates.

Our goal is not to create a foundation for our graduates for emigration, we strive for our graduates to build their business in Ukraine by lifting their homeland to the high level of the global world, having gained valuable and useful knowledge.

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MODERN APPROACHES IN TEACHING ENGLISH

Natalia Kazmina, Olga Khristova (*Melitopol, Ukraine*)

The language teaching methodology is always in search of new methods and approaches which will reinforce the learning process, involve students more in the context, make the learning more meaningful and content based. While traditional methodologies such as the audio-lingual and direct methods still offer useful elements, they're clearly outdated in the modern classroom and classical methods of teaching English are not quite appropriate anymore. In the past there were not so many various technical devices as it is now. That's why teachers used only limited quantity of methods. But as we know that right chosen method of teaching can totally improve the mastery of English language. So we want to consider and suggest some new approaches in teaching English.

Task-based Approach represents a significant paradigm shift since the focus on content has shifted to skills and competencies. This approach isolates individual skills and competencies in order to teach material students actually need to know to meet their goals and objectives. Sample tasks could be ordering in a restaurant, booking a hotel room, or perhaps more advanced tasks like critiquing a movie or voicing their opinions about politics. In this approach, the language taught revolves around the task itself, not the other way around. For this method to work, teachers must understand their students' needs and expectations in order to design lessons that help their students succeed. Grammar, vocabulary and language skills are just the vehicles that enable students to achieve their final outcomes. Educators must then look at ways to help their learners achieve their personal and/or professional goals.

Project-based Approach is meant to address students' real needs by adapting language to the skills and competencies they truly need personally or professionally. The application of this approach begins by determining the one, global objective that the individual or group of students have. For example, if you're teaching a business English class, you should look at why students are in the class to begin with and plan accordingly. We should teach students differently according to the nature of their jobs.

The project-based approach works best with a lot of relevant supplemental material with adding a mixture of real-world videos, natural dialogues and relevant course content,

you can revitalize your English lessons and give your students the learning material they need to succeed.

Smartphones in the Classroom. Smartphones are a part of modern life. Smartphones provide many useful tools for students such as dictionary, translator and grammar reference apps. Much like computers, students need to understand that their phones aren't for play or personal use, but to be used as learning tools. A great dictionary/translator/grammar reference tool is WordReference.com mobile app, available on Apple's App Store and the Google Play store. Aside from translations, Word Reference has a thesaurus, English dictionary and a forum where other users can comment on difficult words or expressions. Other uses for smartphones in the classroom could be polling apps, surveys or even recording. Students can record themselves in action, which is perfect helping them receive feedback on specific tasks and activities.

While traditional approaches do provide a solid foundation for effective language teaching, it's important to understand that these techniques don't always address students' current needs. In fact, the communicative approach, still widely preached as the latest and greatest approach, is already due for a makeover of its own. Next time preparing for a new group of students, or want to change the way of teaching your current ones, consider the following: The task-based approach focuses on the skills and competencies students actually need. The project-based approach builds on the task-based approach using specialized activities. Combine that with effective use of technology in the classroom, and you've got a winning formula of success in teaching the language.

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LINGUISTIC ASPECT OF SOFTWARE PRODUCT LOCALIZATION

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Linguistic studies of the last decade are often devoted to problems connected with the localization of professional software. This occurs primarily because successful localization requires a search for a solution to existing problems in the translation of computer discourse.

Localization is often considered as a translation, however, such a simplification of the "localization" concept distorts the essence of the process and does not reflect its complexity. In order to distinguish between these concepts, it should be noted that localization is not carried out for the text but for the whole set of goods or services that can be accompanied by text. Thus, the concept of localization becomes wider than the concept of translation.

First of all, localizers of software products encounter problems of the lack of context - dynamic phrases and sentence fragments are used in programs, in the descriptions of the menu, headers and status bars. As a consequence, the translator cannot find out what specific context the word or phrase will be used in.

It should also be understood that the vocabulary of the so-called "computer language" includes terms and words that do not have a terminology status. There is an opinion that the terms and professional vocabulary have common features: the terms are more ordered and normalized in nature while professional expressions are semi-formal lexical units that are used by a limited group of specialists, mainly in a spoken language, that is, they belong to the foul language of terminology layer. Professional expressions can be used by specialists both as terms and as slang words calling objects the way they are which do not have a dictionary terminological definition.

Specific difficulties while translating computer programs occur when the translator is confronted with a narrow specialized program. In the interface of such programs, there are terms of a certain topic that relate to the program implementation. Errors also occur when the translator, without checking the earlier used terms, tries to "invent" a new term, to translate it again relying on the graphic definition of the term in English.

As a separate paragraph, attention should be paid to such a phenomenon in a translation practice as a stable inaccurate translation. This is due to the fact that the software designer or the publisher did not take care of localization immediately, not simultaneously with the release, and possibly even much later. During this time, users get used to the fact that they have a fan-made translation, some kind of a primitive translation application and the like. In such cases, the dilemma always arises: either to translate linguistically correctly or to translate as the community has become accustomed to. According to the theory of translation, there is a concept of translation that has historically been established and this must be taken into account while making a qualitative translation of the content. If the content includes a large number of references, puns and other things, the use of direct translation can lead to the loss of context. On the contrary, it is a completely unacceptable step to introduce a translation creativity, puns with the change of names or names in software which are already recognized by millions of people. The only right decision in this case is to transliterate or transcribe everything, and sometimes it is even advisable to use borrowing.

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PECULIARITIES OF TEACHING FOREIGN LANGUAGES IN NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS

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At the end of XX there were significant changes in the educational system: new types of educational institutions appeared and the number of schools with advanced study of foreign language increased. Innovative processes in the teaching of foreign languages require a fundamental change in the education system in non-linguistic higher education institutions. In addition to the above, the need for specialists who are proficient in a foreign language must also be taken into account.

Globalisation, increasing international relations, development of the media, social networks require knowledge of English and acquiring of complex language skills. According to many researchers, modern teaching methods for foreign languages are outdated and require rapid updating. The concepts that form modern methodological tools should be revised and updated to make them suitable for contemporary conditions and needs.

One of the problems inherent in modern non-linguistic higher education institutions is that they lack a sufficient level of practical command of a foreign language. In order to solve this problem, it is necessary to differentiate and individualize a learning process. Taking into account and developing individual psychological qualities can increase the level of studying, although it is not the only component of improving the quality of learning a foreign language.

Another factor that should also be taken into account is methodological support of the educational process. It is necessary to differentiate between "learning" and "education". The purpose of education is not only the acquisition of a set of skills, but also the ability to continue learning independently and gain new knowledge.

To achieve optimization and individualization of continuing language education, special programs, appropriate training and methodological support are being created nowadays. It also contributes to the effectiveness of monitoring the learning process. It is the introduction of educational and methodological complexes that enables students to improve their foreign language. These complexes should not only be aimed at language learning, but also introduce opportunities for further improvement of knowledge, to take into account the needs of future professional careers of future specialists.

The structure of the educational-methodical complex forms the course composition and determines the typology of tasks, content and principles of current and final control. It is very important to pay attention to the subject and inter-subject relationships. This is due to the fact that the knowledge, necessary for effective intercultural professional interaction, is becoming increasingly interdisciplinary and consists of linguistic skills, real communication skills, knowledge of the communicative behaviour of partners and knowledge of socio-psychological and cultural peculiarities. It is the interdisciplinary knowledge that aims to promote the formation of communicative competence and the perceptual readiness of the linguistic personality who possesses the basics of business communication.

Of course, logistical support is extremely important. It is advisable to supplement traditional teaching materials with multimedia, electronic textbooks, and so on. While using multimedia training tools, a number of methodological, didactic, pedagogical and psychological principles are implemented, and creative approach to exercises leads to the development of skills in analysis and synthesis, logical thinking, etc. It is necessary to increase the effectiveness of learning a foreign language also by preparing independent creative tasks, individual work and scientific tasks, increasing or reducing various types and means of work.

Despite the rapidly increasing popularity of foreign language learning, one must always strive to increase student motivation. Conducting student scientific conferences, project activities, writing abstracts, preparing reports do not only combine different types of work, but also increase the practical orientation of learning, the level of foreign language proficiency and motivation.

It seems necessary to create comprehensive specialized manuals that will meet the specialization of a higher education institution. It should focus on problematic tasks and tasks of cognitive-search of communicative-oriented and communicative nature.

The above principles of organization and methodological support, in our opinion, will help to optimize the educational process and improve the training quality of specialists in higher education.

TEACHING ORGANIZING ACADEMIC AND SCIENTIFIC INFORMATION WITH ESP STUDENTS

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The increase in the volume of professional information in a foreign language and the development of IT are faced with the inability of non-linguistic graduates to use them effectively enough to support professional and career development. Besides, the predominance of grammar aspect contradicts the aims of a communicatively-oriented acquisition of a foreign language in the situations of real and professional communication.

Content and language integrated learning presupposes the development of language and communicative competences and the achievement of command of a foreign language, high enough to support professional activity; whereas intellectual competence demands the ability to use cognitive processes for systemizing and organizing academic and scientific information in order to synthesize new scientific data. It is formed along the process of a foreign language acquisition under the condition of a graduate growth of complexity and that of the usage of graphical informational organizers as a tool of the development of intellectual competence elements.

The key point in developing information organizers reflecting text structure is simplicity. Information organizers need to be as clear and direct (and teachable) as possible. They can represent either the main or local patterns of discourse structures in academic and scientific texts and illustrate the interrelationships among ideas and details.

Graphical information organizers directly represent the discourse structures of a text, provide stronger evidence for the effectiveness of the technique. It is very important that language-learners read academic and scientific texts with a purpose: Why? What for? What do I want to know? In order to succeed they should be able to identify the key information and organize it into blocks. One of the methods for organizing information is PEE – point, evidence (explanation) [1, p. 41]. Using PEE as a way of extracting information from a paragraph is helpful for B1 students and above. It can be a training exercise for the preparation for External Independent Assessment as heading matching or PTE summarizing question.

Another variant of structuring and organizing scientific information is "process and sequence", which useful for the description of experiments and clearly shows the process itself as well as optional steps.

However, when a student comes across with a more elaborate work, such as writing scientific projects and course papers, these techniques would lack integrity since they were elaborated for the work with single academic and scientific texts whereas the body of literature review, which should underpin the methodological and theoretical background, covers a large body of resources. Structuring these data is a continuous process of identifying key issues and a student's ability to answer the following questions: What do I know? What do I want to know? What have I learnt? Thus, it is recommended to create a table, where such issues as *know-want-learn* (KWL) are highlighted. Such KWL table precedes reading and helps to promote intellectual competence of making a hypothesis, concluding, and to preserve references for the future list. KWL tables are useful for developing "reading for information" skills both with university text-books and scientific literature.

Intellectual competence of university graduates is an active ability to use cognitive processes of comprehension, analyzing, systemizing, summarizing, evaluating and synthesizing information for an effective work of different complexity. It is formed along the process of a foreign language acquisition under the condition of a graduate growth of complexity and that of the usage of graphical informational organizers as a tool of the development of intellectual competence elements.

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CLASSICAL METHODS
OF TEACHING ENGLISH

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Classical methods of teaching English are the main basic of all teaching methodology. But what is actually the word method mean? To answer this question we can use the Oxford dictionary. It tells us that method is a particular way of doing something. So in method we know "how" something should be presented.

Let's consider the classical methods first and try to find out its drawbacks and positive sides which can be useful in teaching the language.

1. **Translation method**. This method is better known as the Grammar-Translation Method and considered to be a classical method of teaching English. The philosophy behind this method is that the foreign language can be taught or learn through translation and grammar study as the main teaching and learning activities. Here each phrase or sentence of English is taught by translating it into mother tongue.

The Grammar-Translation Method focuses on the teaching of the foreign language grammar through the presentation of rules together with some exceptions and lists of vocabulary translated into the mother tongue. Translation is considered to be the most important classroom activity. The main procedure of an ordinary lesson follows this plan: a presentation of a grammatical rule followed by a list of vocabulary and, finally, translation exercises from selected texts. But this method has a lot of disadvantages. It does not deal with students' feelings, needs and wants; it's quite boring and has low efficiency. This method ignores the practice of oral speech which is the most important aspect of teaching the language. It is time consuming and mechanical. It has a lot of drawbacks and does not help students to learn the language properly.

2. **Direct method method** is also known as the "oral" or "natural" method, originated around the 1900s as an alternative to the traditional grammatical translation method. The Direct Method is based on the direct involvement of the student when speaking, and listening to, the foreign language in common everyday situations. Consequently, there is lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammar rules and syntax. The focus of the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples. The Direct Method continues to provoke interest and enthusiasm today, but it is not an easy methodology to use in a classroom situation. It requires small classes and high student motivation, and in the artificial environment of a classroom it is difficult to generate natural situations of understanding and guarantee sufficient practice for everyone. It demands really competent teachers and lots of visual aids. So this method is considered to be quite satisfactory, but

needs some improvements.

Bilingual method is the combination of the Direct method and the Grammar translation method. It means that in this method it's possible to use two languages mother tongue and foreign language. The following method is based on the principles of similarities and differences which can be found between the two languages. This method helps in developing fluency in spoken English. Bilingual Method also helps in giving proper training for different skills namely listening, speaking, reading and writing. The use of mother tongue is time saving and convenient for the explanation difficult grammar rules, phrasal verbs, and collocations. It helps in training for different skills such as listening, speaking, listening, reading and writing. This method can be used anywhere as it does not require different facilities or equipment. But it has drawback too. First of all using this method, the teacher teaches English through English language and sometimes he uses his mother tongue and this practice diverts the attention of the students. Sometimes it happens that the teacher of English language may not be good in both the languages. The use of mother tongue while teaching English language may spoil the continuity and fluency of the language. It is the possibility that a few students in the class may be more attentive to mother tongue sounds and less attentive to English Sounds. As a result their pronunciation may become defective.

While traditional methodologies such as the audio-lingual and direct methods still offer useful elements, they're clearly outdated in the modern classroom. The language teaching methodology is always in search of new methods which will reinforce the learning process, involve students more in the context, make the learning more meaningful and content based. The communicative approach, which was in vogue in the late '90s, is still widely considered as the latest advancement in modern language teaching. However, it has become clearly evident that the needs of modern students have changed according to the demands of the modern technological society.

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TEACHING ENGLISH TO SEN-STUDENTS BY MEANS OF SMART-TECHNOLOGIES

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The transformation of social, cultural and educational relations in the 21st century has led to the emergency of a new information society, which is grounded on the principles of all citizens' close cooperation, regardless of their physical and mental abilities, social status or ethnic background. Such concept requires not only the introduction of new appropriate teaching methods, but also the removal of learning barriers for SEN-students.

Having a strong association with the European Union, our country must be involved in all its educational processes and inclusive education, as the right of ALL children to be educated in Mainstream Schools, is part and parcel of New Ukrainian Educational Reform. This Reform isn't just a manifestation of democracy, but an international obligation of our country according to the Convention on the Rights of Persons with Disabilities [2] and Salamanca Statement and Framework for Action on Special Needs Education. [3]

It's proved by many scientists (J. Lynch [1], T. Redpath [1], V. L. Uskov [4], J. P. Bakken [4]), that SMART-technologies, as a powerful tool of teaching, should ensure independence, integration and equal opportunities for everyone in the classroom, including SEN-children. However, the problem of creation appropriate educational inclusive environment has become apparent over the last decade, partially because of teachers' incompetence and reluctance.

New technologies present new challenges for foreign language teachers in the inclusive classroom: they need training not only in computer literacy but also in pedagogical application of those skills to improve teaching and learning process. Let's consider some SMART-technologies intended to facilitate teacher and students' cooperation.

Interactive Whiteboard is one of the easy-to-use tools for presentation, which increases teaching time by using efficiently more than one resource in the lesson (multimedia materials, texts, pictures, video segments, songs, animation, etc.). Moreover, it innovates classroom management with the ability to walk around the class and work closer to the SEN-learners.

Google Jamboard is a new interactive board developed by Google graphics specialists, which is based on cloud technologies. Jamboard can be both mounted on the wall, as an ordinary IWB and used direct in the laptop or smartphone being a resource for the highest classroom collaboration and cooperation. The main controller (teacher) of the board can open a session where other users (students) can join and work together on projects inside the space available. One more advantage is searching for information directly from the Jamboard and saving the necessary files on the board you work with.
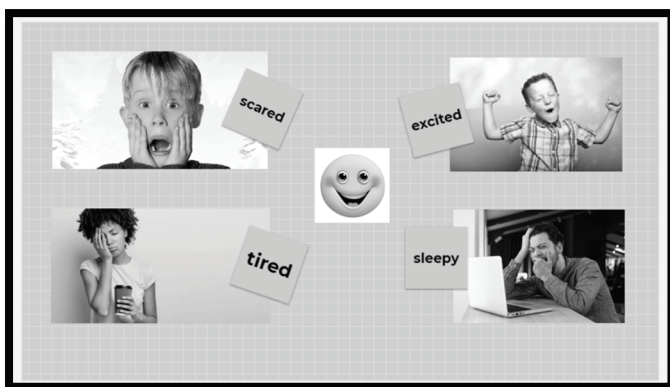
In the picture you can see an example of a task for SEN-students' lexical competence formation: *Label the pictures with the moods of people.*

For the new Z-generation, growing in the information progress time, SMART-technologies turned into a convenient instrument for self-development and self-education, thus, the new generation teacher must be capable of all modern online-services to select relevant information for the students, in particular with special educational needs.

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STUDENT-CENTRED METHODS OF PROFESSIONAL ENGLISH LANGUAGE SKILLS ASSESSMENT

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Assessment is the continuous process of gathering data about someone's knowledge, skills, attitude and/or performance. Assessment literacy is required: to provide fair and accurate assessments of students, to improve alignment between classroom instruction and desired final learning outcomes, to support increasing accountability for classroom instruction, to create coherence across different assessments in a language program.

Learners' assessment offers the tools to prove that training is effective and facilitates the ways training can be improved. Trainers use assessment results to assess if the intended learning outcomes have been achieved and desired job competences developed. Assessment plays a vital role in the process of designing the training activity. Furthermore, it illustrates a learner's performance (academic or practical strengths and areas for improvement). Constant, varied forms of assessment are crucial for the successful learning process, providing information during and after training activity, as well as at work (constructive feedback). Learners relay on transparent and fair assessment when planning their professional development. It clearly illustrates core professional competences which are to be evaluated. Furthermore, they can measure their own learning against one another's.

Considered provisions allow to define some of the following progressive student-centred assessment methods, which as practice shows make it possible to enhance the process of the English language skills evaluation both within formal and informal education.

Critical incident account/ Journal. Learners working on placements keep diaries or journals in which they record their experiences. They can be asked to write about a critical incident in terms of context, what happened, the outcomes, how theoretical material they have learnt underpins the process, and how they would do things differently in future.

Inquiry. An inquiry is any process that has the aim of augmenting knowledge, resolving doubt, or solving a problem.

Learning log. These are lists of activities and outcomes which learners check off during a period of learning. For example, learners could be asked to indicate competencies which they have practised to a specific level during a work placement.

Media profile. Learners are asked to use pictures or headlines from newspapers and magazines to illustrate the public perception/profile of a particular aspect of their subject area.

Mini practical sessions. This involves a series of mini practical sessions conducted under timed conditions which creates potential for assessing a wide range of practical, analytical, and interpretative skills.

Online discussion board. Learners are assessed on the basis of their contributions to an online discussion, for example with their peers; this could be hosted on a virtual learning environment (VLE).

Patchwork text. Learners write a number of small pieces of work ("patches"), which they then have to later "stitch" together in a reflective commentary. The patches and the tasks upon which they are based are discrete and complete entities in their own right, but they can help contribute to a holistic understanding of the module content.

Portfolio/e-Portfolio. Learners provide evidence for their achievement of learning outcomes; these commonly incorporate a reflective commentary.

Think-aloud protocol. Think aloud protocols consist of observing a user working with an interface while encouraging them to "think-aloud"; to say what they are thinking and wondering at each moment. They focus on the problems a user has; when the user is working without difficulty, direct observation (and hence the think-aloud protocol itself) is of very limited use

Wiki/Blogs. Learners are required to keep an individual blog, e.g. to record their progress on a project, or a wiki; could be used as part of a group project exercise.

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SUPPORTING AND MOTIVATING STUDENTS FOR EFFECTIVE LANGUAGE LEARNING

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Motivation has been called the "neglected heart of language teaching". Motivation is an orientation towards a goal, which may be positive, negative or ambivalent. Motivation provides a source of energy that is responsible for why learners decide to make an effort, how long they are willing to sustain an activity, how hard they are going to pursue it, and how connected they feel to the activity.

Motivation is a key concept in foreign language learning for any age group, but teaching a class of teenagers can sometimes be extra challenging when it comes to keeping their focus on the lesson itself.

As a teacher of teenagers, we want our students to use the language in constructive ways.

To increase the amount of English spoken in class by students is essential for language learning, and depends on various factors, like:

- age, language level and type of motivation (extrinsic and intrinsic motives in learning). The first one is linked to better school results, success in exams and acquisition of certificates and accordingly, better job prospects for the learner in the future. Intrinsic motivation is the inner drive the teenager may have to learn the language and use it in class as it is essential and enjoyable at same time.

When does motivation take place? Students nee meaning full lessons and a supportive learning environment. In other words, unsupportive, chaotic classes can't boost motivation; they are more likely to destroy learners' interest.

Some clear rules will help both a teacher and his students. First of all there should be realistic expectations depending on the language level of the students and English is the

1) medium of communication. Obviously, different age groups "ring the bell" concerning language or maturity levels.
2) There should be created a pleasant and supportive classroom atmosphere. Peers shouldn't make fun of mistakes, as they do not open up or will prefer to either use their first language or not speak at all in class.

Teenagers are more sensitive than other age groups with respect to their self-esteem. We should keep in mind that poor self-esteem produces insecurity, diminishes communication and decreases motivation. There can't be any labeling, harsh comments but constant praise and feedback are extremely significant.

3) Aim to provide lessons that are learner-centered and know your students' needs and goals.
4) Meaningful lessons inspire students and boost their participation in the language lesson. If you want to hold an interesting lesson, you should use authentic materials (streaming videos, newspaper articles, videos, websites, films, songs, literary abstracts, vlogs, etc.).

It goes without saying that improvisation action song, drama and games that use new idioms, phrasal verbs, etc. allow learners to tap into different learning styles: visual, auditory, tactile and kinesthetic which is ideal for mixed ability classes. These activities build and develop listening and oral skills, self-confidence, problem solving and media literacy skills. It convinces your students that all ideas have the right to exist making our life brighter and exciting.

It is extremely important to cheer the students up now when teachers are forced to prepare learners for various tests. But fine test results are impossible without teaching students to:

1) articulate feelings;

2) to describe what they see and do;

3) to acknowledge own curiosity;

4) to evaluate or analyse real situations;

5) make up an action plan to solve challenges.

We speak about motivation because we want our community, country, the world be a success. To achieve successful goals they should be simple to understand, unexpected - to provoke interest, concrete - in doing this, credible - able to be trusted, emotional - to keep life going, suspenseful - to feel excitement and smart - to move civilization ahead.

INNOVATIVE METHODS OF TEACHING ENGLISH

Lina Kondrat *(Izmail, Ukraine)*

The biggest challenge for any teacher is capturing each student's attention, and conveying ideas effectively enough to create a long lasting impression. As a teacher, to perform this challenge effectively, you should implement innovative ideas that make the classroom experience much more lovable for your students. So here are some innovative ideas that will help you reinvent your teaching methods and make your classes more interesting.

Take the help of tools to stimulate creativity. Include playful games or forms of visual exercises that will excite young minds and capture their interest. This is a time-tested method to identify every young student's creative abilities and encourage creative contributions. Think of ways to develop their creative ideas. These methods will not only develop their ability to listen but will also help them understand the concepts better.

Infusing real-world experiences into your instructions will make teaching moments fresh, and enrich classroom learning. Relating and demonstrating through real-life situations will make the material easy to understand and easy to learn. It will spark their interest and get the children excited and involved.

Make time for brainstorming sessions in your classrooms. These sessions are a great way to get the creative ideas. When you have multiple brains focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion. These sessions will be a great platform for students to voice their thoughts without having to

worry about right or wrong. Set some ground rules before you start. You can go for simple brainstorming or group brainstorming or paired brainstorming.

Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. Students will find this fresh and exciting. Without taking much effort, they will learn and remember what you teach them.

Teaching through role-playing is a great way to make children step out of their comfort zone and develop their interpersonal skills. This method comes in handy, especially when you are teaching literature, history or current events. The role playing approach will help a student understand how the academic material will be relevant to his everyday tasks. Role playing is most effective for students of almost any age group. You just need to customize depending on the age group. You can even use this method for teaching preschoolers. Just make sure you keep it simple enough to capture their limited attention span.

Storyboarding is a great way to teach any subject which requires step-by-step memorization or visualization highly-conceptual ideas. You can also encourage the use of storyboards as a form of communication and let the students tell a story in pictures using their imagination. A classroom environment that is well-decorated, fun, and engaging will help stimulate a student's mind and will help think and learn better.

Such a creative and stimulating environment will help them explore and will encourage them to learn about the subject.

Children, especially young ones cannot be expected to sit all day and learn. An environment that positively impacts the children is beneficial for you as well.

An open-minded attitude can help you in innovating new teaching methods.

Evaluate yourself and ensure you try out new ideas in the classroom.

As everyone knows, the end result of the collaborative effort is always immense.

Think about spending some quality time with your colleagues. Ask them to share their views on improving teaching methods, you can see many of them come up with interesting strategies. So, collaborate and introduce innovative teaching methods.

Learning is fun when puzzles and games are part of education. Children may not require taking conscious effort when their lessons are introduced through games.

Puzzles and games help children to think creatively and face challenges.

To be a creative teacher, you need to do some research on creative ideas and techniques. There are a lot of books on creativity. Choose some of the best works and start learning, it will be helpful for your professional development as well.

You can give your best only if you truly love what you do. When you are not stressed, you will be more creative and inspired. Loving your work keeps you relaxed and gives you room to experiment with new ideas.

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'Without strategy, execution is aimless.
Without execution, strategy is useless.'
Morris Chang

THE IMPORTANCE OF DEVELOPING STRATEGIC THINKING THROUGH TEACHING FOREIGN LANGUAGES

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New Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with new descriptors. Council of Europe (CEFR) (2018) underlines the importance of strategies and "represents a departure from the traditional distinction made in applied linguistics between the Chomskyan concepts of (hidden) 'competence' and (visible) 'performance' – with 'proficiency' normally defined as the glimpse of someone's underlying competence derived from a specific performance. In CEFR, 'proficiency' is a term encompassing the ability to perform communicative language activities (can do…), whilst drawing upon both general and communicative language competences (linguistic, sociolinguistic, and pragmatic), and activating appropriate communicative strategies" [2, p. 32]. Also the authors of CEFR suggest that tasks in the language classroom should involve communicative language activities and strategies that also occur in the real world [2, p. 30], so it is undoubtful that our students must have a good command of strategical competence with strategical thinking as a key element.

Strategic thinking is a multi-step process and differs from just thinking. The definition of strategic thinking has a lot of variations. There are a significant number of strategic thinking definitions in the literature (Acor and Englyst (2006), Bonn (2005), Graetz (2002), Liedtka (1998), Wlson (1994), Napier and Albert (1990), Stacey (1992), Mintzberg (1994) ect.), which are highly varied. The construct of strategic thinking is also debated. There is no generally accepted definition for strategic thinking and no standardised list of key competencies of strategic thinkers.

Here are some definitions of strategic thinking by leading researchers. First, **Henry Mintzberg's** [4] classic definition: strategic thinking is a mental synthesis process which can create a solid appearance for the business through creativity and observation. H.Mintzberg (1994) separated strategic thinking from strategic planning. He stated that strategic planning is an analytical process that programmes and formalizes already existing strategies, whereas strategic thinking involves intuition and creativity. H.Mintzberg first wrote about the 5 Ps of Strategy in 1987. Each of the 5 Ps is a different approach to strategy. These are 1. Plan; 2. Ploy; 3. Pattern; 4. Position; 5. Perspective.

Following the Mintzberg model, **Jeanne M. Liedtka** (1998) [3] defined strategic thinking as a particular way of thinking, with specific attributes and developed a model with very specific and clearly identifiable characteristics. There are five elements of strategic thinking according to J.Liedtka's opinion: 1. Systems perspective; 2. Intent-focused; 3. Intelligent opportunism; 4. Thinking in time; 5. Hypothesis-driven.

Next, **Ingrid Bonn** [1] defined the strategic thinking as a process through which managers view the crises and daily management process holistically and acquires different approach toward the organization and its variable atmosphere (Bonn, 2001). I.Bonn (2001) listed three elements of strategic thinking on an individual level: 1. Holistic understanding about the organization and its environment; 2. Creativity; 3. Vision for the future of the organization.

Finally, **F. Kamangar, R. Rohani, A. Salavati, M. S. Karimi** (2013) [5] represented the model of their survey in the developed form of Boon's model that included these four elements: 1. System thinking; 2. Creativity; 3 View; 4. Action learning.

So, strategic thinking can be defined as an active, intellectual process where the individual will observe, analyse and reflect on new knowledge and integrate it into their current understanding. Strategic thinking is a vital skill for our graduate and plays a central role in key graduate skills or graduate learning outcomes.
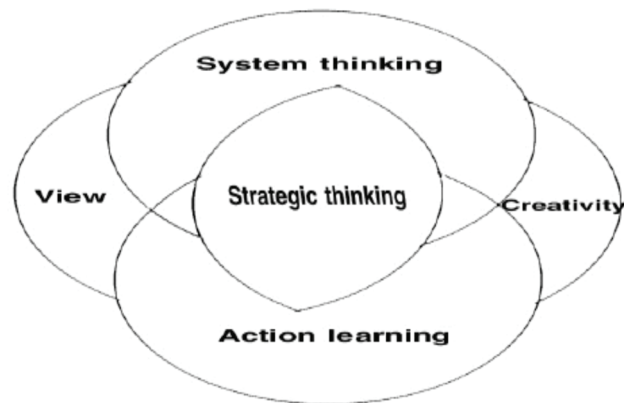
Figure 1: The model of strategic thinking (F. Kamangar, R. Rohani, A. Salavati, M. S. Karimi (2013))

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EDUTAINMENT AS AN EFFECTIVE EDUCATION TECHNOLOGY

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Development and optimization of new technologies and training techniques aimed at training of the competent specialist, capable of effectively solving the practice-focused problems that require the abilities of foreign-language oral speech communication, is the main objective of higher education within the competence-based approach.

Every high school teacher wants to capture students with their own discipline, to arouse their interest in it, to inspire creative search, which is often not easy. Therefore, teachers are looking for such learning technologies and formats of classroom and extracurricular classes that would evoke high motivation for future professionals. Among these technologies is edutainment method.

The term "edutainment", derived from the merging of the words "education" and "entertainment", is a teaching method which allows to learn various knowledge through modern forms of entertainment [1, p.182]. The researches came out to the conclusion that language can be taught far more efficiently using a less formal approach, which presents the grammar through practical application, by studying the culture and the lifestyle of the countries where the language is spoken. Studies show the connection between the quality of our memory and the emotions, and confirm that our brain remembers pleasant memories into the slightest details, while it tends to repress the unpleasant ones. During the lessons, workshops, master classes the educational process is based on simulated situations aimed at replication and assimilation of the social experience in all of its aspects: skills, knowledge, techniques, abilities and emotional-valuational activity.

The edutainment technology task should correspond to three pedagogical principles: the connection between theory and practice, consistency and availability. To achieve the connection between theory and practice principle, it is recommended to study practice-oriented oral topics, include extracurricular activities, and perform works using foreign literature. The consistency principle requires knowledge to be brought up to the level of consistency; so one should return to the material studied and study new topics on its basis. The principle of accessibility assumes that the complexity of the tasks corresponds to the age, skills and abilities of students. The presentation of the material should go from simple to more complex. It is important to present the information so that it can be easily absorbed [1, p. 183].

There are some concepts of edutainment methods:
1. The concept of edutainment is a set of approaches in learning to bridge the gap that separates the teaching process and the learning process. The edutainment concept is designed to make learning process holistic, such as knowledge of how the brain works as well as memory, motivation, self-concept, emotions, learning styles, and other learning techniques.
2. The basic concept of edutainment seeks to make learning happen in a conducive and fun atmosphere.
3. Students who are educated properly, motivated, and taught in the right way, then will be able to achieve optimal learning outcomes [2, p. 282].

Edutainment approach provides students with having a good time and experiencing the way of creating, using information resources and teaching methods. Students' enthusiasm and excitement can be increased in order to teach them information and subjects which are difficult to learn. Teaching can be made more easily by attracting learners' attention and making subject and information which will be taught with edutainment approach more enjoyable. Hence, by teaching permanence is supplied learners' satisfaction and suggestion is affected positively.

So, edutainment inspires learning, engages students and supports the development of critical and creative thinking skills. It adds the positive ingredient to the educational mix and, as it gains ground as a valuable tool globally, it is set to give forthcoming generations a remarkable new way of achieving their potential.

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THE EXPRESSION OF CONDEMNATION IN MASS MEDIA

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The media are usually focused on the coverage of the most current social, economic, political and legal issues, as well as the problems of culture, religion and events that concern the modern society and represent all spheres of life in all its manifestations. In particular, journalism can influence the formation of public opinion, the transformation of the ideological, economic, political position of social institutions, acting as the most powerful means of public education, agitation and propaganda.

To form a positive attitude to an event, object or personality, mass media use expressions that show a positive opinion (for example, praise, approval, compliment). To form negative public opinion, negative-evaluative statements (such as reproach, condemnation, criticism, accusation) are used.

The condemnation is, above all, the speech realization of the evaluation. According to The American Heritage Dictionary of the English Language, condemnation is 1 a. The act of condemning, b. The state of being condemned; 2. Severe reproof; strong censure; 3. A reason or occasion for condemning [2]. The main purpose of condemnation is expression of a negative evaluation of a situation or object, its qualities, activities. Another purpose is to influence the addressee, and in the case where the addressee and the object of the negative evaluation are the same, to compel him to take certain actions, to change the behavior that caused the negative reaction.

According to Cambridge Advanced Learner's Dictionary, to condemn is to criticize something or someone strongly, usually for moral reasons [1]. Therefore, condemnation tends more to the moral and ethical sphere, which is expressed in a specific speech embodiment,

so the subject of condemnation often operates in the categories of morality. First of all, this is about the categories of good and evil as absolute coordinates of morality, as well as other categories derived from them. Depending on the communicative situation, the relationship between the communicants, the purpose for which the condemnation is expressed, a number of means can be used to reinforce the categorical expression or to mitigate the negative impact. In addition to moral standards, condemnation may express the evaluation of individual or group's compliance with certain social rules and regulations that are acceptable in the society.

Not only can the media assess the degree of compliance with social moral standards, they also set these standards. Usually, an individual can treat the moral and social norms differently, but the media because of their prevalence and publicity make a person take a conformist or non-conformist position. In this way, there is a public affirmation of moral demands, and this strengthens morality in society.

Considering media texts, it should be noted that the basic grounds for condemning are usually the activities or omissions of the government or its individual representatives; local, national and international political organizations, as well as people and organizations not engaged in political activities. Political regimes and ideologies within which certain politicians, parties, organizations or even other media operate may be condemned.

Condemnation is characterized by the fact that a wide range of means for its verbal design (choice of lexical, grammatical, stylistic means of expression of the addresser's opinion and assessment) and ways of expressing it to the addressee are realized. Among the lexical units used to express condemnation should be those in the semantics of which the negative evaluation is contained, as well as those by which the negative evaluation is realized only in a specific context. However, there are cases when the text does not include lexical units with the semantics of negative evaluation, but in general there is a pragmatics of condemnation.

Thus, there is a need for further exploration of condemnation in the aspect of social relations. It is advisable to study condemnation on the basis of media texts, as they are characterized by brightness and emotionality, which is caused by the need to influence the opinion of the mass addressee.

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THE CONCEPT LOVE: THE PECULIARITIES OF ITS USING IN ENGLISH PAREMIOLOGY

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Today the theory and practice of international communication attract more and more scholars, and it has become evident that the investigation of this problem requires expertise from the different points of view of various areas of linguistics.

The primary aim of the investigation is to prove that the language stands into the close contact with culture. Consequently, their synchronic research would be very useful for language education.

Concept can be termed as an abstract idea, a mental symbol, a unit of thought, associated with a corresponding representation in language, that denotes all of the objects in a given category or class of entities, interactions, phenomena, or relationships between them, formed by mental combination of some or all the characteristics of a concrete or abstract, real or imaginary object. Concepts exist in the mind as abstract entities independent of terms used to express them. The meaningful contents of the key concepts determine national conceptosphere that demonstrates and guards national cultural heritage. Through singling out the conceptosphere and defining the linguistic means verbalizing concepts we can reveal peculiar national and cultural values perceived by this ethnos. The concepts Eternity, Fatherland, Law, Freedom, and Love are defined as the meaningful concepts

The concept Love is one of the most common and withal one of the least defined concepts in modern science. Love is inherent in all human cultures. It is evident that Love is essentially an abstract concept, much easier to experience than to explain. One of the ways of investigating the concept can be presented by the method of analysis of the paremiological stock containing different types of proverbs. The proverb used to be a form of collective consciousness and has evolved in its language based on traditional experiences. Transmission of proverbs was an essential part of culture and a prerequisite for education and the formation of self.

Moreover, proverbs cross ethnic boundaries. Different peoples share with each other such features as proverbial forms and contents, because they assign practical experiences and wisdom for human beings. Various collections of English paremiae have a very large stock of shared units. Therefore interpretation and analysis of proverbs are expected to be the wholesome method of scrutinizing the concept Love.

A detailed study was undertaken to select love-contained proverbs from various dictionaries [1; 2]. With this goal in mind we analyzed one hundred forty two English paremiae. The results of the research suggest that: love is all-powerful: *love makes the world go round; love is above King or Kaiser, lord or laws Love conquers all*; it is not conveying by the words: *when love is greatest, words are fewest; next to love, quietness;* love is unreasonable: *love is not fair – one may fall for a bugbear;* love is blind: *if Jack's in love, he's no judge of Jill's beauty;* unpractical: *love and knowledge live not together, love sees no*

faults; in comparison with money the latter wins: *love does much, money does everything; when poverty comes in at the door, love flies out of the window*; matrimony is evaluated as the tomb for love: *marry first, and love will follow, it is unlucky to marry for love; who marries for love without money, has good nights and sorry day.* As irrefutable evidence we must point out that Love forces to forgive: *love covers many infirmities;* to confide: *where love is, there is faith, where there is no trust there is no love.*

All this shows conclusively that Love is something that does not come all that naturally to the English, who see romanticism as a threat to practicality and common sense. In terms of the social climb, however, it is central. A good marriage can put a social climber in a commanding position. But in the game of life, even the English acknowledge, that the love card is wild. That is why they are so frightened of it.

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RORY`S STORY CUBES IN LEARNING
AND TEACHING ENGLISH

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In September, after watching a webinar about Rory`s Story Cubes presented by psychologist YaroslavaShven from organization Vseosvita [1] we were inspired to use them in our teaching practice. They have become our favorite tools and resources for developing students` hard and soft skills.

Story Cubes were created by Rory O`Connor, Irish creative thinking and problem solving couch, in 2004[2].Cubes have already become the real bestseller of entertaining games. You can use them in different lessons and during after classes activities.There are 9 cubes, with a total of 54 images. By rolling the dice, a different set of images is produced which can be used as the starting point for a story or for other activity. Rory's Story Cubes are a various Literacy and story-telling tool for teachers and children to use in their classrooms. Using the Story Cubes in class, the students respond positively and create some very engaging and funny stories. Such tools help teachers to develop cognitive and creative learners` activity (memory, attention, imagination), key competencies, soft skills, as working in team, critical thinking, intelligence and emotional qualities.Here are some ideas for how they might be used.

The Story Cubes can be used as they were originally created for. You get each student to roll the cubes and thent hey are to link all the pictures together hrough the creation of a spontaneous story.The storyteller rolls all 9 cubes,begins with'OnceUpon a Time'and tells a story that links

together all 9 face-up images,starts with the first image to grab his or her attention, uses three cubes for the beginning, three for the middle and three for the end of the story.

There are other ways Rory's Cubes application.

You put all cubes into a bag and offer students to choose one cube at random and to tell a story using 6 pictures.

You put all cubes into a bag and ask students to choose one cube at random and to guess how image on the cube face will be connected to the theme of the lesson. You can propose to use all 6 or only 1 image.

You can ask students to pick one cube for describing their mood and expectations from the lesson.

If you focus on grammar, you can use the cubes to help creatively review the key grammar from the lesson.For example, ifyou teach students the Conditional forms, then you can use the cubes. Get students to choose two dice, roll them and select only one image on both cubes. Ask one student or a small group to create their own personalised examples using the key language and form, connecting two images - one picture for - if clause and another for - main clause.

If you work with a fiction character, you can offer to select three images connecting with characters and to describe.

You can also help your students to be aware of themselves. You get each student to pick the cube and end the following questions:

I am really very happy, when ….

My friends respect ….

My family ….

I am unique ….

We believe that you and your students will feel pleased about doing a plenty of activities with Rory`s Story Cubes and satisfied will stay with everyone throughout the lesson.

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TEACHING COHERENCE IN WRITING

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The paper is devoted to coherence which is commonly understood as the quality of being logical and consistent. Coherence in writing is the logical bridge between words, sentences, and paragraphs. Coherent writing uses devices to connect ideas within each sentence and paragraph.

Coherence is one of the two qualities that give a written or spoken text unity and purpose. The other is cohesion. Coherence refers to the general sense that a text makes sense through the organisation of its content. In writing, it is provided by a clear and understood structuring of paragraphs and sentences in writing. For example, a learner's argument essay is coherent because it has a structure that gives unity and follows an accepted form. It begins with a statement of belief, gives the opposing arguments, refutes these, and summarises in a final paragraph.

Coherence in written work and extended speaking, e.g. presentations, can be practised by looking at suitable organisation of content, and by planning exercises.

To help students achieve coherence means to show them how sentences and ideas are connected and flow together smoothly. To create a coherent piece of writing one should keep in mind the following issues that help to produce coherence, they are as follows:

1. A coherent text must show awareness of the purpose, audience, and context in which the writing takes place.
2. A coherent text must have a clear macrostructure that suits the overall communicative intent of the writing. Macrostructure is a set of main categories of functions of the text that provides better understanding of how sentences in a text are related to each other and how they contribute to the overall coherence of the text.
3. In a coherent text information must be appropriately arranged.
4. The propositional content of a coherent text must be clear. Propositions must be adequately developed and logically linked.
5. In a coherent text cohesive devices must be used appropriately, that is they shouldn't be overused or underused. As for cohesion, it can be practiced in many ways, for example, on the basis on one small text, containing thesis, arguments and conclusion. The students' task is to identify these parts and try to find them in other different texts.
6. A coherent text must include sufficient and appropriate meta discourse markers that help readers organize, interpret, and evaluate information. Meta discourse markers are divided into four major groups: logical connectives (*furthermore, moreover, therefore, but*), sequencers (*firstly, secondly, finally, eventually*), certainty markers (*surely, certainly, no doubt*), and hedges (*can, may, might*)

The conclusion that can be derived from all the mentioned above is that coherence can be defined in terms of macrostructure, information structure, propositional development, cohesion, and meta discourse. Hence, one of the most common challenges to teaching coherence is the use of appropriate strategies, helping shift students' attention from sentence-level grammar to discourse features mentioned above.

Although coherence is rather difficult to learn and sometimes is difficult to teach it takes a very important place in the process of languages learning, thus, a close attention should be paid by teachers to the selection of strategies that can help students overcome difficulties they can face.

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THE ESSENCE OF PROJECT METHOD

Kateryna Kulyk *(Melitopol,Ukraine)*

Project Method (from the Latin *projectus* - forward-looking) is an approach to organizing learning, whereby students acquire knowledge and skills in the planning and execution of practical tasks - projects.[4]

A key aspect of working on a project system is the execution of a project that is significant in scope with complex task individual or group study, closely related to daily life in its various manifestations. The method of projects is a didactic means of activating students' cognitive activity, developing creative thinking and forming their personal traits. The three "whales" on which this method of teaching is held are independence, activity, and effectiveness.[4]

The project method is widely used in various subject areas; including the foreign language area. The project method is an educational enterprise in which students solve a practical problem over a period of several days or weeks. It may involve building a rocket, designing a playground, or publishing a class newspaper. The projects may be suggested by the teacher, but they are planned and executed as far as possible by the students themselves, individually or in groups. [1, p.46].

The popularity of the project method among students and among teachers and its prospects is primarily due to the project assignment. This method is based on the idea of interaction between students in the group during the training process. Definitions: J. A. Stevenson: "A project is a problematic act carried to completion in its natural setting", B. M. Snedden: "Project is a unit of educative work in which the most prominent feature is some form of positive and concrete achievements". W. W. Charters: "In topical organization principles are learned first while in the projects the problems are proposed which demand in the solution the development of principles by the learner as needed". [2, p.3].

The main principles of the project method are:
- the principle of purpose;
- the principle of activity;
- the principle of experience;
- the principle of social experience;
- the principle of reality;
- the principle of freedom;
- the principle of utility [2, p.8].

We believe that the project method is one of the pedagogical technologies that reflects the implementation of a student-centered approach in education. This technology is used to build a learning process aimed at activating students' activities in accordance with their interests in obtaining certain knowledge and tangible theoretical or practical results.

The project method is based on the idea that reflects the essence of the concept of "project", its pragmatic focus on the result, which is obtained when solving a practical or theoretically significant problem. The main thing is that this result can be seen, comprehended and applied in real practical activity. [3].

The method of projects is a pedagogical method focused not on integration of actual knowledge, but on their application and acquisition of new ones. The active involvement of the students in the creation of certain projects gives them the opportunity to learn new ways of human activity in the socio-cultural environment. [2, p. 11].

Today, the project method is considered as one of the most promising types of learning because it creates the conditions for students' creative self-realization, increases the motivation for acquiring knowledge, promotes the development of their intellectual abilities. Students gain experience in solving real-world problems with regard to the future of independent living that they project in learning. Thus, the project method is a broad concept that needs further generalization and systematization in scientific research.

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ART TECHNOLOGIES
IN LANGUAGE TEACHING AT UNIVERSITY

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The use of theatrical activity as a type of art technology in the process of teaching a foreign language is considered to be one of the most important teaching tools, which helps to develop communicative skills and increase cognitive interest in learning languages. This method of verbal transformation also develops logical thinking and ingenuity, causes

emotional reactions and affects the spiritual world of a person. Dramatization in teaching a foreign language should be understood as the creative use of written and spoken language on the basis of the literary heritage. In the methodological literature this concept denotes terms: staging, role-playing and dramatic games.

Many scholars and methodologists considered the problem of learning a language during role-playing games (A.V. Konysheva, A.A. Kostyushko, I.M. Kungurova, G.V. Rogova, S. Holden, A. Duff and A. Maley). In the process of teaching a foreign language, improvisation, informal and formal dramatization are the most successful. Improvisation is the most interesting type of dramatization, because it is "the most appropriate method of teaching speaking, since it provides motivation in dialogue, contributes to the creation of an unlimited number of speech situations and makes them personally significant" [1, p. 125].

For improvisation, the following features are characteristic: lack of preparatory work, spontaneous speech, the performing is carried out directly in the audience, improvisation material should be familiar or understandable to all students, improvising is effective in pairs and groups. In terms of communicative teaching foreign languages, informal dramatization is the most unpredictable type of dramatization. Students have complete freedom in interpreting scenes, parts or ideas. During informal dramatization, students are not limited in their choice of language means. They are free to choose lexical and grammatical structures. Students get the opportunity to develop unprepared speech skills.

Role-playing as an educational activity and effective form of art technology puts a student in an imaginary situation, thereby improving the students' language skills: it becomes easier to overcome the communicative barrier, choose language cliches and operate with them, transfer learned structures to various communicative situations [2, p. 17]. Role-playing returns to the language "lost emotional content" and provides students with the opportunity to express themselves through word and gesture, using imagination and memory [3]. Despite all the possible advantages of role-playing in teaching foreign languages, this technique should not be the only one when planning classes. In educational process, we can apply various techniques of arts as a means of forming innovative pedagogical activity. Art technologies have significant potential in terms of personality development, the formation of important professional qualities of an intending teacher, which is possible through the inclusion of a student in joint activities at the lesson: mini-lectures, business games, case studio, video discussion, etc.

A video discussion is viewing and analyzing a video story. In the classroom, you can use both art and documentary videos, fragments from them. Videos can be used at any stage of the lesson in accordance with its theme and purpose. The use of video is very effective in the formation of a communicative culture of students. Video materials not only present language of native speakers, but also immerse students in a situation, in which they get to know the language of facial expressions and gestures, the style of relationships and the realities of the country, the language of which is studied. Video can be especially useful if we want to practice listening skills in a natural context, submit situations for playing out, practice description and retelling skills, enrich vocabulary, stimulate communication or discussion.

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ORGANIZATION OF STUDENTS' SELF-STUDY AT FOREIGN LANGUAGE LEARNING.

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The foreign language program for higher education states that students need to acquire both professional and communicative foreign language competences. In this case, it is about acquiring necessary knowledge and skills to use a foreign language. Knowledge of foreign language for the advanced user involves two levels. The foreign language user of the first level should easily understand almost everything he hears or reads, summarize and make a reasoned presentation of information from various sources in a coherent form. He can speak spontaneously, very quickly and accurately. The foreign language user of a second level must understand a wide range of sufficiently complex and voluminous texts and recognize the implicit meaning. He can speak quickly and spontaneously without noticeable difficulties in finding means of expression. He is able to use the language effectively and flexibly in social life, education and in professional activities. A person can clearly and logically speak on complex topics [2].

The organization of students` self-study in a foreign language is a part of educational process and a prerequisite of a successful implementation of program requirements in this subject. Of course self-study tasks acquire more and more particular importance, since no foreign language course gives students complete mastery of the language, but only helps them to overcome difficulties in the process of learning and further improving them [1].

Based on the practice of technical universities, recently it is quite difficult to create the conditions for the formation of an experienced foreign language user from an ordinary student. On average, 36 hours of practical classes per semester (1 lesson per week) are allocated to study a foreign language for students of any technical field and 54 hours are hours for self-study.

The purpose of self-study work is to activate the cognitive activity of students in educational process, to develop their speaking skills and abilities, to form positive motivation, to help those students who have poor training at a foreign language. Therefore, most of the tasks for self-study implementation are selected to enhance the practical orientation of the language education of future professionals.

There are two main forms of independent work at a higher educational institutions: during classroom tutorials and outside the classroom.

During the practical classes attention is paid to grammatical material and the formation of vocabulary of students. Independently completing homework assignments at extracurricular time, students consolidate their knowledge of grammar and vocabulary. Methodological materials for self-study work at a foreign language should include many exercises in grammar and vocabulary formation with the help of original texts with a set of tasks for them, a list of useful Internet sources, forming linguistic, communication and cognitive skills and general technical skills.

Undoubtedly, the regular self-study work of a student at learning foreign language has a positive impact on the formation of one`s speech luggage knowledge. However, the amount of hours allocated for this discipline with the large amount of material is insufficient for both the student and the professor.

Indeed, a student's self-study work at foreign language has a greater capacity than a classroom tutorials, but it also has its own framework. However, ICTs, project methods, discussion clubs may be useful to enhance the development of foreign language skills and knowledge.

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COMMENTS AND COMMENTARIES: METHODOLOGICAL POTENTIAL OF DISTINGUISHING THE TERMS

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The article aims to demonstrate how the explanation of the difference between two commonly known terms can be used with methodological purposes during EL classes. Both terms *comments* and *commentaries* were derived from the Late Latin word *commentum* or Old French word *coment* with the meaning "explanation, a written or spoken remark, notes on something" [1]. Although the terms have similar origin, their meanings and usage are distinguished.

Remarks and explanations can be given on different occasions: political issues, scientific problems, legal proceedings, sports events, etc. Explanations in books to the text, notes

and references provide the readers with additional essential information on the topic, issue, cultural or historical background, scientific views, etc. It is a commentary. Thus, the term may be substituted with such words as analysis or review. Analysis may mean even criticism. For law students commentaries for Laws, Codes, and governmental decisions and policies are of a significant value.

There also can be explanations of what is going on during broadcasting. This is also commentary. Such commentary may include both description or narration and reviewing it. Usually commenting of this kind happens during the live events, programs on TV or on-line from a person who may see, hear or know more because of the witnessing them or having more information about them.

Comments mean commenting on some topic or issue in social media. The Internet as the global information and communication space operating according to certain rules also offers the possibility of social networking including the possibility to comment on information by offering this function. Alongside with receiving certain information, establishing contacts with interested people, participants of such social networks have the opportunity to express their opinions about a particular fact, event, phenomenon, etc. Sometimes such comments can be extended to the topics which are quite far from the initial one. But usually they really concern the stated topic. The possible synonyms to the comments are opinions, attitudes, remarks, notes.

Following the introduction on distinguishing the terms (lead-in) a number of students' further activities can be suggested for developing their competences in speaking and writing, expressing their opinion, proving it, searching for the information, analyzing it, finding the arguments, etc. During the group work listening skill is also developed. Depending on the aim of a lesson and the activity the students are planned to perform (commenting with the comments or commentaries), the preparation stage for the activity includes: 1) search for the information which can be commented with the help of commentaries or comments; 2) making list of the phrases for narration (opening and summarizing phrases, structuring, linking words, etc) and description (for commentaries) or expressing opinion, agreeing/disagreeing, like/dislike, praising/criticism, etc. (for comments). Working on commentaries will take the students more time and efforts, as it is more hardworking activity even at the stage of preparation.

For example, the students choose a piece of literature to analyze and to make commentaries on. This book or a literary episode can contain some passages that need detailed explanation on the key elements, historical background, literary background, author's biography, literary techniques, special terminology usage, cultural specifics, etc. All these can be done not only for better understanding of the text, but for the methodological purpose of developing the students' ability to make a research, work with the information choosing what is relevant for a stated purpose, find proofs and arguments, present their findings. For example, for the law students, the teacher may choose the extracts from the works by popular Sydney Sheldon or John Grisham whose novels contain lots of legal cases, situations, terms, etc., set tasks for the students, direct them towards what they will make commentaries on, help them to structure their presentation, etc. At the stage of presentation the questions for the further discussion from other students are welcomed.

For developing the students' ability to write comments any actual topic can be chosen, but preferably, it can be some hot or political news. It is appropriate to create a chat or a group for an academic group in some of the media channels where the students can start a topic and invite others for commenting which then can be read and analyzed during the class. Such activity can be a part of every lesson.

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BLOOM'S TAXONOMY DESIGHNING AND CREATING TESTS

Liliya Kuznetsova *(Lviv, Ukraine)*

Testing is an integral part of the learning process. It varies in form from simple questions posed by an instructor in class to formal examinations. Testing learner achievement has multiple benefits within any academic or training program. Whether you're an instructor, or a standards subject-matter expert, your role doesn't end once the tests are graded

Einstein "Not everything that can be counted counts, and not everything that counts can be counted." This profound statement sums up the pitfalls of testing and assessment in general. All we can hope to do as test designers is minimize the discrepancies

First of all, we must determine whether we need a theory or a practical test. What's the difference? Well, theory tests assess the knowledge that supports a skill. Theory tests are typically in written form. They may be used in lieu of practical tests when resource limitations make them more practical.

Practical tests on the other hand assess actual job tasks or skills. They're typically assessed using a checklist or rating scale. Since practical tests are job-based, they're the preferred method when we are preparing students for their future job.

Once we've determined that we need to design a Theory test, we need to begin creating it. In this respect we can use Bloom's Taxonomy approach.

On the knowledge level students demonstrate their memory of previously-learned materials by recalling facts, terms, basic concepts and answers. As well, knowledge of theories and structures can be exhibited. Questions like: *What are the health benefits of eating apples?* demonstrate the expected performance at the knowledge level.

At the Comprehension level, students can demonstrate an understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. Questions like: *Compare the health benefits of eating apples vs. oranges.*

At the Application level, students are able to use the new knowledge. This could be exhibited by solving problems to new situations applying the acquired knowledge, facts,

techniques and rules in a different way. Questions like: *Which kinds of apples are best for baking a pie, and why?*

The Analysis level students examine and break information into parts by identifying motives or causes. They can also make inferences and find evidence to support generalizations. Statements like: *List four ways of serving foods made with apples and explain which ones have the highest health benefits.*

At the synthesis level students can compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. A sample statement could be*: "Convert an "unhealthy" recipe for apple pie to a "healthy" recipe by replacing your choice of ingredients. Explain the health benefits of using the ingredients you chose vs. the original ones.*

Finally, at the evaluation level, students must present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. A sample question may be: *"Do you feel that serving apple pie for an after school snack for children is healthy? Why or why not?"*

Notice the changes in the core subject as we moved up the levels of the hierarchy and demanded more complex thinking and understanding skills from our students. After this process we can start constructing theoretical and practical tests.

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IMPROVING LISTENING COMPREHENTION SKILLS

Maryna Kuznietsova, Olha Matviichuk, Yevheniia Naidina *(Kharkiv, Ukraine)*

The main goals and objectives of teaching students foreign languages in higher education institutions are defined as practical language skills. Practical language skills are focused on teaching students the skills to have sufficient fluency in various types of speech activity, both receptive (listening, reading) and productive (speaking, writing). In psychology, listening refers to the process of perceiving and understanding sounding speech. Listening is an integral part of processes of speaking, reading, recording from hearing, being appropriate component in the development of other speech skills, including perception and understanding. These include knowing speech sounds, comprehending the meaning of individual words, and

understanding the syntax of sentences [4]. According to Hamouda listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension [1].

With regard to teaching foreign languages it is advisable to consider listening as a process consisting of two stages: the perception of sound and understanding of what is heard. From linguistic point of view these two stages are a plan of expression and a plan for the maintenance of language units.

Mastering a foreign language and developing speech skills is carried out mainly through listening. Practice shows that even people who are fluent enough in the language have difficulty in listening to native speakers. It is due to the fact that the perception and understanding of sounding speech is highly complex mental activity: sound channel bandwidth is significantly less than visual, most people have auditory memory worse than visual, and auditory reception is single and unique. In addition, students who perform verbal communication with a teacher on normative literary language, poorly understand native speakers in natural conditions. System of exercises designed for learning listening should be aimed at overcoming these difficulties. Feasibility of exercises is provided both by the gradual inclusion and development of difficulties, and the focus of the exercises to overcome only one new difficulty. The main purpose of teaching a foreign language is to prepare a student or listener for verbal communication in natural conditions. Training will only be effective when the student meets the difficulties of natural speech and is able to overcome them [2].

During the understanding of sounding speech linguistic and psychological difficulties may also happen. When learning to listen it is necessary to take into account the psychophysiological mechanisms of this process: speech perception, auditory memory, internal pronunciation, comparison and recognition, logical understanding.

General principles in teaching listening comprehension according to Morley and Lawrence are clearly presented in their work. Listening comprehension lessons should emphasize conscious memory work. One of the objective of listening is to strengthen the learners' immediate recall to increase their memory spans. It means that listening is receiving, receiving needs thinking, and thinking needs memory; there is no way to separate listening, thinking, remembering. Listening comprehension lessons should "teach" not "test." It means that the goal of checking the learners' responses should be viewed only as feedback, as a way of allowing the learners understand how they did and how they are progressing. There should be no pass/fail attitude related with the correction of the exercises [3].

Learners can improve their listening comprehension skills with guidance and practice. The opportunity to listen to native speakers' speech should be given to students by their teachers. They also ought to select listening texts that are produced by non-native speakers so that they will be able to develop their listening skills and do not get disappointed. When learners have developed their listening skills to a specified level, teachers can choose texts spoken by native speakers as teaching materials and activities. Suitable teaching in listening comprehension may decrease listening anxiety and provide a good basis for becoming independent learners who will be able to use the listening process for learning effectively [5].

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TPCK FRAMEWORK INTEGRATION INTO ESP COURSE AT TECHNICAL UNIVERSITY

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The concept of information in today's society is decisive due to the general tendency of integration of information technologies in the educational process of higher education.. The modern information environment makes its adjustments to the requirements of the use of multimedia tools in the educational process, the quality and content of which is first and foremost related to the personality of a teacher. According to Norwegian researcher Erickson (2004), the technocratic nature of the living environment causes a sense of fragmentation and loss of control over time and information flow. The teacher does not have time to process large amount of information and to critically comprehend it, and the processes of self-improvement and professional development are turning into constant adaptation to new technologies. Teachers are overloaded with the digital innovations and as a results educators might be lost in the space of educational technologies.

Thus, there are some frameworks that help teachers organize the process of technologies integration without losing the sense of educating and redesign the classic teaching strategies into contemporary ones. Our study deals with the application of Technological Pedagogical Content Knowledge (TPCK) framework at the classes of English for Specific Purposes at the technical university. TPCK framework nature deals with the educators' perception of how technology can be connected with pedagogy and content. The key idea of the framework is the interrelation of three forms of knowledge content (what to teach), pedagogy (how to teach) and technology (tools and resources).

Prior to selecting the technology, we recommend to define the problem or outcome a teacher wants to be focused on as well as students' academic and technology using background. In order to address specific learning points, technologies can help us gather information about each student, accumulate information, trace the dynamic of achievements or failures, perform immediate and more informative assessment, personalize activities, provide more authentic learning environment. The next step is to find a technology that will match the goal achievement. The last step is to assess the affordability of the technology, hardware and software specification to ensure the proper use of the technology. Thus, the key point at this stage according to TPCK framework is to define content-related students' educational needs combined with content-oriented learning activities and matching educational technology.

During this stage it is important to establish the sequence between the goal, learning material and activities. Teachers have to select those technologies that will be useful to the particular students and particular learning activities. While performing grammar tasks from a textbook and performing a digital storytelling through technology, students will not notice that in fact they do the same activities. But it will help us avoid routines and boredom at the lesson. And the most vital at this stage is to be sure that a teacher knows how to use technology and how to deal with possible technical problems that might arise. It is worth noting that the process of technology integration changes teacher's roles too. Thus, now teachers perform roles of an educator, a social facilitator (to create friendly atmosphere for communication), a manager of the educational process and a technician who can solve problems of technical aspects. There is ASSURE Model developed by Smaldino et al. (2006) for critical assessment of media, but we adopted it for critical assessment of technology in terms of TPCK framework: analyze the students needs and background; state the learning outcomes; select the technology; utilize the technology; require students engagement and participation; evaluate and revise. This model helps to organize the technology implementation in a more convenient and beneficial way.

Taking into account the principles of the theory of cognitive development, active learning facilitates knowledge acquisition. TPCK framework is in a line with this theory because students get skills through active participation in the learning process. We strongly believe that deploying educational technologies by means of TPCK framework aligned with the best pedagogical strategies, educators have a great opportunity to provide meaningful impact on learners outcomes.

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TRANSLATION OF NEOLOGISMS IN THE WEB-COMMUNICATION SECTOR: VOCABULARY AND PHRASEOLOGY

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Changes in life, science, technology are reflected in the vocabulary of any language, including English. New concepts, objects, and phenomena appear that require names that have not existed before. Sometimes new words refer to objects or phenomena that have existed before, but with the emergence of new definitions, old names gradually become obsolete. The process of creating new words is endless.

English vocabulary is replenished in different models of our own new word creation system, by borrowing ready-made units from other languages, and by expanding the range of meanings of existing words.

The process of word formation is ongoing, reflecting changes in the surrounding world, meeting the needs of native speakers. Therefore, it is of great importance to study the productive ways of forming lexical units, their types and models by which they are created, the degree of their productivity, activity and utilization.

In order to obtain "legal" status in a language, the word must pass the stages of socialization (consolidation in society) and lexicalization (consolidation in language). At the same time, the process of lexicalization presupposes both the use of neologism skills and the identification of conditions and contraindications for its use in different contexts. After all stages of analysis and approval, a lexical unit of a certain structural type is registered in the dictionary of neologisms [1, p.197].

The "Internetization" and the development of Web-communications is accompanied by a real explosion of new developments related to information technology. Thus, among the 2017-2018 neologisms, they account for more than a third of all innovations. Most of these innovations are fixed simultaneously in several spheres of material and spiritual life in connection with their computerization, informationization. The analysis of "infoneologisms" gives, first of all, an opportunity to understand some tendencies of development of word-forming and lexical-semantic system of language.

The word Internet itself has become the basis for a whole series of neologisms, especially phraseological ones (Internet appliance, Internet host, Internet cafe). The accelerated pace of development of the "Internet world" has led, for example, to the emergence of the concepts of "Internet time" (Net time), "Internet year" (Internet year).

Many neologisms have become the basis for the shortened version of the word Internet - the Net, for example: nethead, netiquette, netizen, net-fever, netmyth, netsavvy, netsurfing, netsploitation. In this regard, note the concentration of neologisms around the name of the international information computer network Internet. For example, there are a number of expressively colored words and phrases that draw an analogy between the Internet and the highway, superhighway, etc.: I-Bann, Info-bahn, Info-Highway, I-Way, Information superhighway, electronic superhighway, e-Bahn .

Large-scale implementation of Web communications, information technology, computer literacy of a large part of the population of English-speaking countries causes the almost total transformation of terms and professionalism of the field into a unit of linguistic use or in the unit "bifunctional": they are both spoken and spoken as terms in special texts [2].

The "Internetization" has made significant changes to the system of word formation, giving rise to a number of new highly productive word-forming elements. The new vocabulary and phraseology that emerged in the wake of the information revolution, particularly with the widespread use of the Internet and Web- communications, permeates the language of many areas of social life and reflects both the many benefits and benefits, as well as new social, psychological and other problems. So we see that every year, with every turn of technological development, language evolves, new neologisms and new word-forming elements are formed, which are necessary to adequately reflect the new technological reality.

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DEVELOPING DISCIPLINARY LITERACY WITH CRITICAL THINKING STRATEGIES

Iryna Liashenko *(Sumy, Ukraine)*

The ongoing development of modern technologies requires high-level skills and abilities in getting prepared graduate students to specific situations in life. The educational system needs to use more efficient approaches in increasing essential skills for modern life and work situations. The main aim of the study is to define the appropriate system of teaching actual deeper thinking skills for developing specific work activities with the students. The academic importance of the study lays in revealing new connections between critical thinking skills and disciplinary literacy in the ESP sphere in preparing future professionals with its practical meaning for future application. Except for the main skills, such as reading, listening, writing, which is used for developing the specific knowledge within a discipline, the essential component for professional realization is critical thinking skills implemented in a professional culture.

We assume that one of the main factors of developing disciplinary literacy in the students might be the forming ruling cognitive skills necessary for fulfilling the job. High-level thinking skills development is used by students who understand their specific content

in the discipline. Critical reflection together and within the specific activity and experience background is the main instrument to attain the target goal in learning and acquiring the professional development, personal growth and civic learning, where collaboration is designed as the general category to provide the interaction within a group. Reflective journals as one of the reflective strategies of critical reflection are stated to promote critical thinking Moreover, this is an effective tool for professional development, as it helps students think about their attitudes, beliefs, and assumptions in order to promote as well as how correctly evaluate their personal objectives.

Higher-order cognitive skills, such as problem-solving, critical thinking, self-directed learning, and others, are voted for development of higher level professional competency.

Additionally, critical thinking skills are meant as the following ones:

Consideration and evaluation of different points of view;

Open-mindedness;

Development of a logical argument with appropriate evidence;

Identifying the flaws, weaknesses or strengths of an argument;

Identifying bias in themselves and others;

Establishing priorities or decoding significance;

Analysis of the quality of sources;

Synthesise from a variety of sources;

Deduction – reasoning from the general to the specific;

Induction – reasoning from the specific to the general;

Problem solving, even with previously unknown problems;

Development of criteria for evaluation;

Evaluation of their own decision making;

Evaluation of their own work and that of others;

Purposeful, reflective judgement;

Self-regulation; and

Meta-cognition.

We consider that disciplinary literacy is an inseparable constituent of the professional competency system. Enough research proves the necessity and importance of considering features of critical thinking skills as the ones which are congruent with professional identity. Critical thinking along with other essential skills, such as problem-based learning, evidence-based practice, and student-centered teaching strategies are associated with education and practice. The development of critical thinking skills by using case studies is considered to be extremely important for professionals. Supporting this idea, we suggest that learning by using the case studies techniques increases the level of critical thinking as it teaches the students to imagine the professional situations and evaluate them, which definitely invests in setting disciplinary literacy.

DEVELOPMENT OF CREATIVE CAPACITIES IN AN ENGLISH CLASS

Klara Liashenko *(Zaporizhia, Ukraine)*

Development of students' creative potential in an English class is on the periphery of predominantly teacher-driven and standards-driven secondary education. Worldwide, school curricula overlook creativity [5]. But a new generation of schoolchildren is embedded in the context of visual perception, nonlinearity, hypermedia, connection, cooperation, school as game, and easy access to factual knowledge [4]. The existing creativity gap hinders autonomy, independence, and synthesizing ability of schoolchildren across the globe [2, p. 8; 6]. Creative pedagogies, with their claim to be innovative, interdisciplinary, contextual, collaborative, environmentally safe, and trusting, attempt at filling this gap. Their theorists state that creativity motivates student agency, engagement, interpretation, and freedom [1; 3]. Yet, it is still not known how to pay explicit attention to creativity, how to boost creativity in education, and how to stimulate synthesizing abilities in learning and teaching.

I argue that problem-solving synthesizing inquiry is a core skill in teaching creatively and teaching for creativity. I ground it in (1) **framing** by means of a visual image (What attracts my attention? What is unusual? What interests me?), (2) **learner agency activation** through inquiry (What is it all about?), (3) **learner thinking focus** on solving inquiry (Why is it like that?), and (4) **learner synthesis** within the framework of the given framing.

To launch **framing** (theme-related speaking or writing based on a given visual image), a creative teacher is in constant search of pictures, photos, video clips that enrich curiosity and facilitate "Beginning with the problem" synergy. For example, of particular interest for speaking and writing contrast and comparison tasks are split screen video clips, like the one-minute "Fast and Furious, Hobbs and Shaw Morning Scene" split screen video which is based on the 2019 American action film "Hobbs and Shaw". As soon as the learner is embedded in the visual image, **learner agency** is activated by an inquiry (What is where? Who is doing what? What do I feel about the visual image?) that broadens the student's thinking potential. At this stage, the use of mind maps is helpful. Being involved in **thinking through visual perception**, the learner focuses on what s(he) gives priority. At this stage the learner is ready to discuss his or her inquiry in a small group of learners with a view to collaboratively reaching a consensus on what can be shared by all of them. The **learner synthesis** stage involves a presentation of verbalized inquiry whose creativity depends on how the learners feel the framed images and what they find necessary to promote their ideas. By doing this, the learner of English becomes sensitive to the visual images in which they are free to find and solve a problem that inspires them.

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PARTICIPATION IN INTERNATIONAL PROGRAMMES AS AN EFFECTIVE TOOL FOR DEVELOPING 21ST CENTURY LEARNING SKILLS

Nataliia Loza *(Cherkasy, Ukraine)*

What are 21st-century skills and why are they important? In today's world, students are using more and more digital tools, and are being bombarded with information. Sometimes, students do not have the skills necessary to digest that information and apply it in useful ways in the classroom. These skills are important to integrate into all core areas, instead of treating them as a separate set of competencies. The first tenet of 21st-century skills is fostering creativity and innovation. This is about allowing students to think for themselves and giving them the skills and strategies necessary to analyze information and come up with new ideas and innovative ways to solve problems. This is moving away from the traditional format of lecturing students, having students take notes, having students take a quiz, and then moving on to the next topic. The communication and collaboration components are skills students need to know in school, and will need to know in college, for their careers and beyond. Being able to communicate both visually and through text, and being able to articulate thoughts in a collaborative environment are also essential skills.

Generation Global prepares the next generation for a world of relentless change and diversity by giving students the skills and experience they need to navigate difference in a peaceful way. Generation Global is a pioneering global education programme for 12- to 17-year-olds, providing them with the skills and experience they need to navigate difference in a peaceful way. By providing global learning and dialogue opportunities, the programme helps young people to be resolute in the face of narratives that may feed the development of extremist ideologies.

Devised by an international group of educational experts, advisers and religious leaders, the programme provides opportunities for students to put critical thinking skills into practice through facilitated dialogue. Students learn about one another and explore the roots of openness and diversity in their own cultural and religious traditions.

Generation Global reflects the needs of different school systems around

the world, including in some of the world's most challenging regions. We work through existing systems to develop the skills of teachers and instil critical thinking and dialogue skills in students, so that they are more open-minded and able to recognise and resist extremist narratives. We develop teacher training, flexible classroom resources and online opportunities for dialogue for students, to enable them to connect with their global peers and break down religious and cultural prejudices, reducing the risk of conflict and the development of extremist narratives.

Generation Global has three core activities:

Students work through the Essentials of Dialogue resources and then put the knowledge, skills and competencies they have developed into practice through dialogue with their peers across the world, using either online tools or facilitated videoconferences.

Our facilitated videoconferences enable students across the world to speak to each other, including in conflict zones. Trained facilitators manage the interaction, providing support and appropriate challenge, and encouraging the use and development of the four key skills of dialogue: insight, explaining, questioning and reflecting. We provide technical support and connect schools through an online booking service.

Our moderated online community allows students to engage in digital dialogue. This unique platform enables young people to connect safely with peers around the world, while providing teachers with tools to effectively support students' development. We encourage students to comment on each other's work, referring to the four key skills of dialogue.

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THE WAYS OF SOLVING PROBLEMS
IN TEACHING WRITING

Olena Lysytska *(Kharkiv, Ukraine)*

The modernization of higher education which is taking place in recent years in Ukraine is aimed at finding the best ways of improving foreign language learning. The learning process is becoming closely associated with real opportunities for graduates to integrate into the international scientific environment. In this process, particular attention is currently paid to written communication. The English language which has become the language of academic communication, it promotes the free exchange of discoveries, concepts, and ideas in the world scientific community. This makes the task of developing foreign language academic skills extremely important and topical.

Recently in Ukraine, the publications of scientific researches in international journals have become imperative. This is explained by the fact that the results of studies can be available for their colleagues abroad, and young scientists will need good academic writing skills in this case.

There are a number of challenges in teaching successful writing. One of the main problems the students and teachers face is the lack of hours in the English course at Universities.

There is also a considerable gap between the knowledge and skills in writing in English obtained at school and the requirements of the University level. Reproduction and based-on-template writing differ from the tasks to prepare an abstract or write a scientific article that needs a certain level of development of writing skills.

The lack of vocabulary as a consequence of the insufficiency of language training has been also one of the problems in teaching writing skills at the University. Besides the topics selected for writing are not always topical and persuasive enough to make students interested in writing.

The lack of motivation among the students to improve their writing skills is a problematic factor in the teaching process. It is noteworthy that mother tongue interference among students is a disruptive factor in teaching English language writing skills.

It was discovered in the present context the possible ways to overcome problems in teaching writing may include offering students opportunities to practice by providing regular short writing activities throughout their course. Short tasks in different writing genres done in class are seen especially effective.

The other way to fight errors and lack of motivation is to encourage students to share their work not only within their group but with peers, giving and receiving their feedback. This feedback should include personal peer views of the topicality, correctness, and clarity. Teacher's feedback should contain pointing towards format, sources, vocabulary richness and language use including grammar, punctuation, and spelling. Self-assessment and peer assessment via the Internet, such as Facebook, is considered a rather effective tool in developing writing skills. Critical thinking should be used not only to analyze the source of information given for a writing task but to review your own and your peer's writing.

The simplest method of developing skills to critique, review and evaluate published works. The findings of this study show that reviewing anonymous peer works is one of the most effective ways of overcoming difficulties in teaching writing.

Regular training and self-assessment can possibly reach the goal of good teaching of writing skills. Teacher competence in using devices and social networks will assist the attainment of writing skills at the University.

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PROJECT YOUR TEN! PROJECTS AS A MEAN OF DEVELOPING TEN KEY COMPETENCIES AT ENGLISH LESSONS

Alla Lytvynenko *(Dnipro, Ukraine)*

The New Ukrainian School is a key reform of the Ministry of Education and Science. The main objective is to create a school that will be pleasant to go to and will provide the students not only with knowledge, but also with the ability to apply it in real life. Students' opinion is respected here, they are taught to think critically, not to be afraid of voicing their view and be responsible citizens. Instead of memorizing facts and definitions, students will acquire competencies. This is a dynamic combination of knowledge, skills, ways of thinking, opinions, values, and other personal qualities that determine a person's ability to socialize well and to engage in professional and/or further learning activities. In other words, core knowledge is formed that will be supplemented with the ability to use this knowledge, with values and skills that Ukrainian school leavers will need in their professional and personal life.

The list of competencies to be acquired by students has already been set forth in the Law "On Education". It was drawn up taking into account the Recommendations of the European Parliament and of the European Council on Key Competencies for Lifelong Learning (dated 18 December 2006):

1. Communication in the state (and native in case of difference) languages.
2. Communication in foreign languages.
3. Mathematical literacy.
4. Competence in natural sciences and technologies.
5. Information and digital competence.
6. Ability to learn throughout life.
7. Social and civil competencies.
8. Entrepreneurship.
9. Cultural literacy.
10. Ecological literacy and healthy lifestyle.

In order to acquire competencies, students will study based on the activity-based approach, that is, they will do something more often instead of just sitting at their desks and listening to the teacher. Also, the New Ukrainian School Concept offers implementation of the integrated and project-based learning. In this way, students get a full picture of the world since they study the phenomena from the viewpoint of different sciences and learn to resolve real problems applying the knowledge gained from various subjects.

Project-based learning is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges

and problems they may face in the real world. Project-based learning, or PBL, is more than just projects. As the Buck Institute for Education (BIE) explains, with PBL students «investigate and respond to an authentic, engaging, and complex problem, or challenge» with deep and sustained attention. ArchForKids LLC put it even more succinctly: PBL is «learning by doing.»
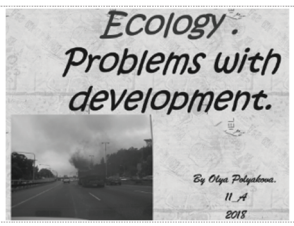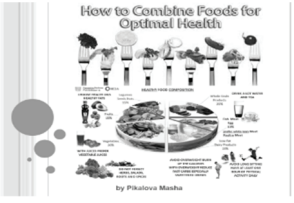
National Geographic Learning teacher trainer, Alex Warren, gives 10 reasons why projects are so great to include in classes. Projects…

- can be used for all ages and for all levels – from young learners and teens to adults. They are perfect for mixed ability classes with students able to work at their own pace.
- offer a change in focus and variety to the classroom – they can be posters, presentations, blogs, reports, performances, models, magazines, surveys, podcasts, videos or brochures.
- effectively recycle and develop language material – for example a unit on travel might end with a project requiring students to create a tour itinerary; or a unit on animals might be followed up with students researching and doing a poster presentation on endangered animals.
- are learner centred – projects are naturally all about the students, with the teacher taking on a facilitating and advisory role, with the students taking the lead.
- help develop 21st century learner skills – they give students the opportunity to be creative, to communicate and collaborate with each other and to think critically about the themes and what they're producing.
- can help develop information and media literacy skills – many projects require students to search the internet and different media.
- can be authentic with real world outcomes – for example a unit on the environment can be followed up by getting students to create an advert for promoting clean fun or planning a campaign to reduce the environmental footprint of your school.
- are fun and motivating for students – because students are working together, being creative and are in control, they are naturally enjoyable. Projecs are a break from routine and the chance to do something different.
- integrate the four skills – generally speaking reading, writing, listening and speaking skills are utilised with projects, thus developing the learner as a whole.
- … develops learner autonomy – they give students the choice of how to complete a project, giving them the responsibility.

Project work is becoming an increasingly popular feature within the ELT classroom. A project involves students in deciding together what they want to do to complete a project while the teacher plays more supporting role.

English language projects implemented by students of Dnipro Jewish School:

PROJECT	SHORT DESCRIPTION	10 COMPETENCIES
Journey to Paris	Grade: 10 Aim: to plan a trip from Dnipro to Paris, arranging accommodation, catering, buying tickets and sightseeing.	2. Communication in foreign languages. 3. Mathematical literacy. 5. Information and digital competence. 6. Ability to learn throughout life. 7. Social and civil competencies. 8. Entrepreneurship. 9. Cultural literacy. 10. Ecological literacy and healthy lifestyle.
Ecology. Problems with development.	Grade: 11 Aim: to find out how polluted our country is and what we can do to protect it.	2. Communication in foreign languages. 3. Mathematical literacy. 4. Competence in natural sciences and technologies. 5. Information and digital competence 6. Ability to learn throughout life. 7. Social and civil competencies. 10. Ecological literacy and healthy lifestyle.
How to Combine Foods for Optimal Health	Grade: 9 Aim: to generate ideas of healthy lifestyles and develop healthy diets	2. Communication in foreign languages. 3. Mathematical literacy. 4. Competence in natural sciences and technologies. 5. Information and digital competence 6. Ability to learn throughout life. 7. Social and civil competencies. 8. Entrepreneurship. 10. Ecological literacy and healthy lifestyle.
	Grade: 8 Aim: to create on-line mindmaps on different grammar and vocabulary topics	2. Communication in foreign languages. 5. Information and digital competence 6. Ability to learn throughout life. 7. Social and civil competencies. 8. Entrepreneurship.
MY HOMECITY DNIPRO Karina and Kristina	Grade: 7 Aim: to design an on-line map of Dnipro attractions	2. Communication in foreign languages. 3. Mathematical literacy. 4. Competence in natural sciences and technologies. 5. Information and digital competence 6. Ability to learn throughout life. 7. Social and civil competencies. 8. Entrepreneurship. 9. Cultural literacy. 10. Ecological literacy and healthy lifestyle.
Kyiv the capital of Ukraine Yana Isaeva	Grade: 9 Aim: to design an on-line map of Kyiv attractions	1. Communication in the state. 2. Communication in foreign languages. 3. Mathematical literacy- problem solving. 5. Information and digital competence 6. Ability to learn throughout life. 7. Social and civil competencies. 8. Entrepreneurship. 9. Cultural literacy.

	Grade: 8 Aim: to create educational products for students of elementary school	2. Communication in foreign languages. 4. Competence in natural sciences and technologies. 5. Information and digital competence 6. Ability to learn throughout life. 7. Social and civil competencies. 8. Entrepreneurship. 10. Ecological literacy
	Grade: 9 Aim: to create educational products for students of elementary school	1. Communication in the state languages. 2. Communication in foreign languages. 3. Mathematical literacy. 4. Competence in natural sciences and technologies. 5. Information and digital competence 6. Ability to learn throughout life. 7. Social and civil competencies. 8. Entrepreneurship. 9. Cultural literacy.
	Grade: 8 Aim: to create a presentation of traditional dishes of Ukrainian quisine and their variations throughout Ukraine	2. Communication in foreign languages. 3. Mathematical literacy. 4. Competence in natural sciences and technologies. 5. Information and digital competence 6. Ability to learn throughout life. 7. Social and civil competencies. 8. Entrepreneurship. 9. Cultural literacy. 10. Ecological literacy and healthy lifestyle.

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LEARNER-CENTERED ESP TEACHING AT UNIVERSITIES IN UKRAINE: ANDRAGOGICAL PRINCIPLES IN FOCUS

Iryna Lytovchenko, Valentyna Lukianenko

In the context of growing international cooperation in all spheres of life, the study of foreign languages becomes especially relevant, and therefore many countries, including Ukraine, pay great attention to the problem of learning ESP. A modern specialist is faced with the need for English language proficiency in order to read professional literature, communicate with foreign colleagues and partners, conduct business correspondence, etc.

As the problem of using the learner-centered approach to teaching ESP to adult learners at universities in Ukraine has not been sufficiently investigated, the purpose of our study

is to analyze the feasibility of using learner-centered approach to ESP teaching in higher education institutions in Ukraine on the basis of andragogical principles.

In our study, we analyzed the role and significance of the learner-centered approach in teaching ESP because it addresses the adult learner's specific features, needs and abilities. Learner-centered approach to teaching ESP is based on the ideas of humanistic psychology and pedagogy and aims at creating conditions for complete self-realization and self-development of an individual. One of the main tasks of the learner-centered approach is to develop the adult learner's ability to be self-directed in learning, to take responsibility for decision-making and learning outcomes, i.e. to be an active participant of learning.

The active role of the adult learner in this approach is determined by the fact that ESP learning as a whole is based on the respect for his/her individuality, taking into account the adult's broad and diverse experience, goals, needs and interests. Considering the active role of the adult learner in the learner-centered approach, the possibilities of its realization were defined on the basis of andragogical learning principles, substantiated by Knowles (1990). These principles are formed on specific individual and psychological characteristics of the adult learner and include: the priority of self-directed learning, the collaborative activity of the teacher and students in the planning, implementation, evaluation and correction of the learning process, individualization of learning, its focus on practice, etc. The psychological climate, which is key to a successful learning process, is characterized by the freedom to express one's opinions, respect for various points of view and equal partnership between the student and the teacher.

Knowles (1990) formulated andragogical principles of learning as six assumptions which are "inarguably the best known set of principles explaining learning in adulthood" (Merriam, 1993, p. 1):

1) adults need to know the value of learning for themselves and what benefits they will receive from it; 2) an adult has the self-awareness of an independent person capable of self-directed learning; 3) an adult has life experience that should become a rich source and foundation of learning; 4) an adult's readiness for learning is directly related to the social tasks that arise in the process of his/her development; 5) adults have a practice-oriented approach to learning and are interested in the immediate application of the acquired knowledge; 6) adults' motivation for learning is predominantly caused by internal factors.

The implementation of the andragogical principles in teaching ESP involves mainly the use of interactive methods and group work. Using Knowles' (1990) principles of adult learning in ESP classroom at universities in Ukraine will promote the introduction of the learner-centered approach which, as stated by Ogienko (2008), is characterized by an equal partnership between the learner and the teacher, interactive nature of the learning environment, the leading role of the student as an active participant of learning.

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THE USAGE OF ASSESSMENT PURPOSES IN THE PROCESS OF TEACHING-LEARNING COLLABORATION

Rymma Maiboroda *(Mykolayiv, Ukraine)*

Today's students need to know not only the basic reading and arithmetic skills, but also skills that will allow them to face a world that is continually changing. They must be able to think critically, to analyze, and to make conclusions. Changes in the skills base and knowledge our students need require new learning goals; these new learning goals change the relationship between assessment and instruction. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed.

Assessment plays a major role in how students learn, their motivation to learn, and how teachers teach.

The **aim** of the article is to define the role of assessment in general for the process of learning and teaching and to analyze the purposes of the assessment.

It is understood, that the primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning. We actually assess students for quite a range of different reasons - motivation, creating learning opportunities, to give feedback (to both students and staff), to grade, and as a quality assurance mechanism.

Student learning and assessment go hand in hand when done naturally. When we assess FOR learning, it becomes a natural part of the teaching and learning cycle. This idea of assessing for learning allows teachers to use assessments as feedback and guidance for next steps. Assessment for learning is best described as a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies.

Focusing on assessment OF learning, we use assessments to tell us the sum total of knowledge on a topic. These can give us a single measurement among a broad profile of what a child knows and can do.

Assessment, teaching, and learning are inextricably linked, as each informs the others. It is a powerful process that can either optimise or inhibit learning, depending on how it is applied.

For teachers assessment for learning helps to gather information to:
- plan and modify teaching and learning programmes for individual students, groups of students, and the class as a whole;

- pinpoint students' strengths so that both teachers and students can build on them;
- identify students' learning needs in a clear and constructive way so they can be addressed;
- involve parents, families in their children's learning.

For students assessment for learning provides with information and guidance so they can plan and manage the next steps in their learning.

Assessment for learning uses information to lead from what has been learned to what needs to be learned next.

One of the first things to consider when planning for assessment is its purpose. Who will use the results? For what will they use them?

Assessment is used to:

- *inform and guide teaching and learning.* A good classroom assessment plan gathers evidence of student learning that informs teachers' instructional decisions. It provides teachers with information about what students know and can do. To plan an effective instruction, teachers also need to know what the student misunderstands and where the misconceptions lie. In addition to helping teachers formulate the next teaching steps, a good classroom assessment plan provides a road map for students. Students should, at all times, have access to the assessment so they can use it to inform and guide their learning.
- *help students set learning goals.* Students need frequent opportunities to reflect on where their learning is at and what needs to be done to achieve their learning goals. When students are actively involved in assessing their own next learning steps and creating goals to accomplish them, they make major advances in directing their learning and what they understand about themselves as learners.
- *assign report card grades.* Grades provide parents, employers, other schools, governments, post-secondary institutions and others with summary information about student learning.
- *motivate students.* Research (Davies 2004; Stiggins et al. 2004) has shown that students will be motivated and confident learners when they experience progress and achievement, rather than the failure and defeat associated with being compared to more successful peers.

To sum up, assessment is used for various purposes: assessment *for* learning: where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students; assessment *as* learning: where students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning; assessment *of* learning: where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

STRATEGIES FOR USING THE MODEL OF BLENDED LEARNING IN FOREIGN LANGUAGE TEACHING AT TECHNICAL UNIVERSITES

Radu Makoviei, Oksana Makoviei *(Kharkiv, Ukraine)*

The development of modern information technologies has become a prerequisite for the widespread use of the latter in higher vocational education. Today, topical and significant from the point of view of pedagogy is the problem of selecting the most effective innovative methods, the purpose of which is to optimize the educational process, create the most favorable conditions for mastering the educational material, the transition of the student to the position of an active subject with the right to independently select the conditions and means of mastering necessary competencies, as well as the teacher's transition to the position of communication partner, facilitator and organizer of training. The task of the modern teacher is to train the in-demand specialists, which requires the latter to be able to work in updated pedagogical situations, the mastery of various types of activities: research, innovation, design, communication, etc.

A promising area and one of the key competitive advantages of modern educational institutions is the use of information and communication educational technologies, in particular, the blended learning method, which is gaining in popularity, especially in foreign language teaching. This method makes it possible to plan the time of both the teacher and student effectively, enables to introduce accessibility, openness, mobility into the educational process, makes the process of mastering a foreign language interesting and accessible [1].

The introduction of blended learning technology is becoming even more relevant today due to the reduction of the classroom workload in HEI, as this format allows taking full advantage of eLearning technologies without losing the strengths of traditional learning, that is, enabling them to function in a permanent interconnected way with each other.

Characterizing blended learning, the above model is not only a combination of formal and non-formal teaching modes, but also a successful blend of different means of delivering the educational material, namely face-to-face learning, online e-learning and self-study learning, using the method of knowledge management [2].

In case of teaching time shortage, the teacher faces the difficult task of teaching a foreign language in a short time. It should be borne in mind that a large number of freshmen do not have sufficient mastery of a foreign language, and quite often the teacher has to start almost from the beginning. The use of the blended learning model provides an opportunity to significantly expand the classroom workload by engaging the virtual environment and information technology. Provided that such a harmonious interaction of full-time and distance learning process is methodically competently organized, the result will be a high level of students' knowledge [3]. Thus, blended learning cannot be reduced to the use of ICT in students' independent work. This is a single, integrated learning process that assumes that part of students' cognitive activity is conducted under the teacher's guidance, and the other

part is carried out by the distance technology with a predominance of students' independent work both individually or jointly with partners in a small group. Obviously, this model requires the teacher to possess certain skills of working in a virtual environment.

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THE USE OF MOBILE APPLICATIONS TO DEVELOP VOCABULARY SKILLS OF STUDENTS

Yuliia Maksymenko *(Kharkiv, Ukraine)*

The development of modern society is influenced by information technology that plays a significant role in all spheres of our life. Information technology also affects the field of Linguistics. The use of new technology in education is becoming possible because of its constant development. Now technology has changed the method of teaching and learning so that we can use, for example, laptops and smartphones to reach educational goals. Vocabulary is one of the essential components of the language with the help of which students can understand oral and written speech. A lot of studies were carried out to find out students` ability to learn vocabulary through mobile technology.

It is known that smartphones provide easy access to studying materials and the opportunity to practise at any time and in any place. Mobile technology provides students with the opportunity to use all four skills: reading, listening, writing, and speaking in the English language. In addition, students become more motivated and more involved in the learning process. Students can use mobile technology in different types of studying.

As the interest in mastering one or another vocabulary grows, various types of auxiliary tools become available, among which mobile applications are one of the most effective and popular. Applications can become part of new learning methods that involve using applications as homework or performing follow-up testing to evaluate results. Multimedia tools are useful in various aspects of education, especially language acquisition. They reduce the stress and anxiety of students, motivate students, providing an interesting platform for presenting content, as well as increasing communicative competence.

Developing vocabulary skills in English classes, students need to know of situational, social and contextual rules that are widely used by native speakers. A lot of techniques allow students to remember new words and use them correctly in their speech:

- highlighting a word in collocations;
- search for new phrases and words in the text;
- grouping words on different topics;
- search for synonyms, antonyms, etc.

After introducing new vocabulary, the teacher should provide students with exercises to practise using new vocabulary. And he or she can do it with the help of mobile applications. There are a lot of free applications that students can easily download to their smartphones, for example, Kahoot, Alias, or Quizlet. So, how can teachers use these applications?They can create games with different types of exercise, such as:

- matching;
- filling the gaps;
- multiple choice;
- to complete sentences;
- explaining words, etc.

Teachers can involve students in playing such games individually, or they can divide them into teams and have competition. So, we can conclude that the use of mobile technology is an effective method in teaching language nowadays. It helps students to learn new vocabulary in more interesting way and more quickly.

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ESP METHODOLOGY FOR SCHOOLS.
WILL THE FISH SPEAK ENGLISH?

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Current trends in teaching English are based on the use of an individual approach to students (need analysis), while they are given a more active role (student-centered lessons).

To date, researchers identify such modifications of the communicative approach: Task based learning, CLIL (Content and Language Integrated Learning), Dogme ELT, Flipped classroom, and others [1].

Applied linguistics within the framework of Second-language acquisition, has formed a facet in the learning space based on the features of the presentation of training courses for

various life situations. Among others, there are: English for general purposes (EGP), English Language Teaching (ELT), English for specific purposes (ESP) and others.

Hutchinson and Waters [2] point out that ESP is nevertheless aimed at specializing students who need to have a goal based on specific needs. And although the ESP was formed from EGP, it has established itself as a separate area. The differences between ESP and EGP are only apparent in practice.

The methodological approaches to teaching English in a secondary school of Ukraine do not determine the need for teaching schoolchildren and the goal is usually absent, which corresponds to the EGP approach.

This is due to a significant number of objective and subjective reasons, the traditions of school education borrowed from the Soviet school, in which teaching English / foreign language, was not at all welcomed. However, modern living conditions and the integration of Ukraine into a civilized world community, has changed the emphasis in the study of foreign languages in high school. In this case, we can argue about the need to use and implement the ESP methodology in the educational process of high school.

In ESP, the choice of language skills is based on an analysis of the needs of students and these needs need to be formed. In fact, we are talking about two parallel processes: the formation of the needs of students and the study of English, taking into account these needs.

In special conditions, when an English teacher introduces topics from non-linguistic subjects for discussion, a synergistic effect was formed among schoolchildren when needs developed during the study of English. An additional positive effect can be obtained by organizing teamwork among students.

Features of the ESP methodology, for practical use, require the development of specific tools that will provide a competitive advantage for obtaining the expected result and quality in learning English. One such tool is the applied aspects of the theory of multiple intelligence developed by the American psychologist, Howard Gardner. Their development has led to the development of methods for managing representative human systems: auditory, kinesthetic and digital.

During lessons in English in grades 7-11, students were examined in advance and grouped according to a leading representative system, as well as by type of ability. Three groups were formed in each class, depending on the level of knowledge, skills. Extra active wrote running dictation. Audiences listened to The Four Seasons and described their perceptions. Visuals worked with cards and visuals. Etc.

Conclusions: "We are all geniuses. But if you judge a fish by its ability to climb a tree, it will live its whole life, considering itself a fool! " *Albert Einstein.*

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POSSIBILITIES OF USING MOBILE APPLICATIONS WHEN LEARNING A FOREIGN LANGUAGE

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Nowadays, issues related to learning automation are of particular interest. The modern world is hard to imagine without the daily use of technology, especially those offered on the Internet. Mobile devices and tablets are increasingly being used in the educational process in nowadays classrooms.

The urgency of the issue raised is correlated with the rapid development of digital technologies and the intensity of their implementation in the educational process. Students can not avoid using smartphones, so you need to find the positives and teach them to notice. The use of mobile gadgets in the classroom has considerable potential for better learning of the training material.

As a result of the emergence of portable digital media, the so-called "mobile learning" - M-Learning, which is based on the use of various portable electronic means, namely: mobile phones, personal audio devices (mp3 / mp4 players), tablets, netbooks, laptops, eBooks, Digital Voice Recorders.

Some benefits of using mobile applications are:
- ecology friendly - instead of printing tons of to-do notes or cards, you can install a couple of apps and print nothing;
- easy - wherever you go - you always carry your smartphone with you, which means you can now learn English at any time. While in the traffic jam or waiting for someone, go to Kahoot and take a small 5-minute test;
- interesting and exciting - one of the great benefits of mobile apps is that they draw you into the amazing, informative world of English, and you just can't get out of there, you want more and more.

What do I use at my lessons:

British Council. The British Council has numerous free online resources to help adults, teens and children learn English. Resources include videos, mobile applications, games, stories, audio and grammar exercises.

Lyrics Training. With Lyrics Training, students can not only improve their pronunciation but also learn new vocabulary. The resource has many different functions: students can choose a favourite track and just sing in karaoke mode in English, they can play the game «Add the missed word».

Learn English with TED talks. TED is a unique platform where people share their knowledge, inventions and observations in the hope of making this world a better place. Learn English with TED talks will help your students look at the world from the other side, encourage action, make them speak. After all, there are questions that can be debated for hours.

English Grammar in Use Activities By Cambridge University Press. A program to help your student improve their grammar. They will have free access to a wealth of quality

and well-structured information. The difficulties of using articles, verbs, nouns will cease to be incomprehensible and complicated for students. Even learn English in English with English Grammar in Use Activities.

Listening Drill. The program allows you to download videos from TED.com and watch with subtitles in two languages at the same time. The dictionary for each word is automatically generated, and you can choose by yourself which online dictionary to use for translation, enable repeating of the required passage the number of times, select the speed of play, and also add files yourself.

Using such applications at English lessons will help students to get new educational material in various forms (cards, pictures, audio, video and even in the form of games), to process it and to repeat at any time. The motivational aspect also cannot be overlooked. Undoubtedly, mobile devices and tablets have great potential for future use. However, in this case, teachers are never required to take a serious, thoughtful, comprehensive, professional approach.

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BOTTOM-UP READING STRATEGIES AS A MEANS
FOR IMPROVING LEARNERS' READING SKILLS

Tetiana Melnikova *(Kharkiv, Ukraine)*

When utilizing bottom-up reading, students use their linguistic knowledge to comprehend the meaning of the content. The meaning is built from the level of sounds to the levels of words, then grammatical patterns, then lexical units, and finally – a total meaning of the message.

The essence of the bottom-up approach starts with initials like vocabulary and grammar structures. The first stage includes analyzing and learning them (the bottom), and the next one is reading itself (the top). Thisstage starts with letters and sounds which leads to words recognition, gradually moves to grammatical patterns identifying, sentences comprehension, and finally – text comprehension [1].

The appropriate learning activity of the first stage is defining references within the text. For example, students can be asked to outline pronounces of different types and find

the words they correlate to. It can also be offered to students to suggest adjectives (adverbs, pronouns, conjunctions, etc.) suitable for the gaps in the text. Looking for the synonyms used by the text author to describe the same things is also aimed not only to extend a reader's vocabulary (which obviously occurs incidentally) but also prospectively trains readers to highlight possible vocabulary variations in future texts. While completing such tasks, the learners should be asked to explain their choice, i.e. to study the correlations between different parts of the text.

Obviously, the content of the bottom-up reading tasks differs depending on the learners' level of language comprehension. As for advanced readers, who work with academic content, it is advisable to concentrate on working with complex sentences. It is useful to start decoding a complex sentence with defining the place of the verb, followed by identifying the place of the subject and object. The sentences should gradually become more and more complex while the skill to analyze the sentence structures becomes more and more automatic.

The advanced students can also be asked to define the references of summary words which are particularly common in academic writing; to identify words and phrases that display the author's attitude towards the described facts, etc. Completing these tasks, accompanied with thorough analysis, is intended to develop the text comprehension skills applying the bottom-up approach.

Bottom-up reading needs instructor guidance which is provided for by the essence of the approach. It is concentrated on decoding, simplifying and memorizing text units through teacher's assistance and repetition.

The approach can be applied in teaching second language to students of different language comprehension levels. Lower level students can easily get confused in foreign language content which may contain a lot of lexico-grammatical patterns new for them. In this case, using top-down strategies (basing on the knowledge about the content) may appear to be not effective enough. Students of a higher level may also come across the same difficulties. While working with more complicated texts, the stream of new words and complex grammar constructions may raise actual necessity of instructor's participation in clarifying difficult points. Thus bottom-up strategies may also be of great benefit [1].

Bottom-up strategies encourage the learners to develop their ability to comprehend the content at a deeper level. Such a skill can be characterized as a reader's acquired automatic ability to decode the text which can be transferred to the future activity of the same kind [2].

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DIGITAL RESOURCES IN TEACHING LISTENING SKILLS

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Many ESL teachers and researches in methodology agree that teaching listening skills is one of the most difficult tasks, because successful listening skills are acquired over time and with lots of practice [1]. When we listen to something in our everyday lives we do so for a reason. Thus, students need a reason to listen that will focus their attention.

For developing their listening skills, students will need to listen a number of times. Ideally the listening tasks teachers design for them should guide them through the text and should be graded so that the first listening task they do is quite easy and helps them to get a general understanding of the text. Listening to a foreign language is a very intensive and demanding activity and for this reason it is very important that students should have space between listenings. It might be a good idea to get the students to compare their answers between listenings as this gives them the chance not only to have a break from the listening, but also to check their understanding with a peer and so reconsider before listening again.

Some researchers suggest that students should often listen, but they should listen for short periods - five to ten minutes [1]. This should happen four or five times a week.

It is not alweays possible to do it during the lessons, so students should practice listening individually as well. There are several useful digital resourses that teachers of English can offer their adult students for this purpose.

One of such resourses is the Tubequizard.com website. With the help of this website it is possible to create interactive listening quizzes based on subtitled Youtube videos. The catalog contains a lot of videos in various subjects. Each video is accompanied by a script. Students may watch or listent to the chosen video and then do the tasks which will be checked and corrected by the system automatically. It is possible to filter the video by category (business, music, entertainment, etc.), language levels (A2-C2) and by the variety of English (American English, British English etc.). Optionally, students can choose the point they want to focus more on: grammar, vocabulary or spelling. There is also a bookmark on the site called "Train with your video" which can be found in the catalog. Students who want to find and practice some special listening task (for example, interviews with their favourite filmstars), may use the website too. It is possible to find the right video followed by the test based on it.

Another digital resourse that can be used in teaching listening skills is TED Talks. They are a series of public speeches made by people, they is available online. The materials given there may be considered authentical. Speaking about using TED talks during the lesons, researchers admit that language learners want to learn the 'real' language, the language they can really use, the language spoken in New York, London or Sydney [2]. Anyone who listens to a TED Talk may hear people speaking English with a number of different accents. English accents presented on the website vary from Scottish to South African, from standard American to British 'received pronunciation,' and from Texas to Jamaica and beyond [2].

Each TED Talk has a transcript of a particular speech. Since each speech ranges in length from under 5 minutes to a maximum of 18 minutes, teachers should make a decision as to whether a particular speech is too brief or long for the class they are teaching. A very helpful feature TED Talks offers on their website is listing the speeches into different categories based on "Topics" and "Duration", "Languages", "Events," and one can even find a category for specific "Speakers." These videos can be used by teachers and students both as out-of-class and in-class listening and speaking practice. They can also be followed by in-class discussions later. Listening tasks based on such digital resouses can encourage strong motivation to learn English.

Using the above mentioned digital resources allows students to do meaningful and interesting work, which is very important to their growth as English language learners.

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MOBILE PHONES IN THE PROCESS OF TEACHING ENGLISH

Dmytro Yurchenko, Konstyantyn Mishchenko *(Kharkiv, Ukraine)*

English is the global and an ideal language for expression of feelings that can be understood by all around the world. Nowadays students learn easier and faster because of the use of technology in educational institutions and have the chance of becoming specialists in technology also. It is important because students become willing to learn English by the use of technology. It is quite clear that English has become a necessity today.

Development of new technologies brought new opportunities to make educational process easier. There are more smartphones in the world, than people on the Earth. So there is a high possibility, that your students will bring their smartphones to the classroom.

The mobile phone users nowadays have access to many useful technologies for example: short message service(SMS), multimedia service(MMS), browsing, uploading and downloading the information, camera, video calls, chats, e-mails, and so on.

One of the activities that have been implemented in the English Classroom is **speed-chat using images**. Picture of a town map is sent to the students and they are asked to have a two-minute conversation by asking questions and giving directions to places found in the map. You can apply the same activity by sending pictures of famous celebrities and asking students to describe them physically.

Another teaching activity that a teacher can easily implement is asking students to take pictures of their community if they have to talk about their communities or good and services present in them. You can also ask them to **make a collage** using family pictures if you want them to talk about their families, childhood memories or family celebrations.

Make sure students sit in pairs and send them a picture of some people in a specific place and ask them to make sentences using a target language structure.

Give students a PowerPoint presentation or a PowerPoint presentation in a PDF Format, the presentation must have only pictures then tell students to find two or three words that describe the picture. Take into account that Google Translate has an offline version so you can use it when there is no Wi-Fi Connection.

Give students a worksheet and send the audio recording to their cellphones via Bluetooth, they have to listen to the track on their cellphones because this gives them an opportunity to rewind and pause the track as they please.

Students can use their phone apps to record conversations or sentences with a specific grammar structure.

Send a recorded passage to students and ask them to listen to it twice and write out what they are able to understand.

You can send a recorded passage to students and ask them to identify specific vowel, consonant or diphthong sounds.

Students can be encouraged to record new words in their mobile phones and their mobile phone can be their study partner.

Camera phones provide a great way to ask learners to 'notice' grammar around them. You can encourage students to take photos of street signs, menus, advertisements, or other examples of written English that they see around them. Spotting the misuse of apostrophes ('s) or noticing incorrect spelling are my favorites.

Another useful tool is the recording function on mobile devices. Here are three examples:
1. Learners can record themselves speaking English and share it with friends, who can offer feedback. This is a great opportunity to practise pronunciation.
2. Learners can record conversations with native speakers on a range of topics and integrate them into projects.
3. Learners can use the microphone creatively, and incorporate voice recordings into edited videos.

Mobile technology turns the question 'What did you do last weekend?' into a personal story, as learners can share with the group photos or videos of what they did, where they went, and how they felt. They can also share their social media activity, providing an opportunity to explore what their friends thought of the weekend.

Despite the exciting potential for mobile phones to increase opportunities for learning, the prospect of allowing noisy phones into a classroom may seem a bit daunting, especially if one has little experience using them as a teaching tool. As with music, movies, and computers, their usefulness depends on having clear tasks for your students to work with. Phones can be disruptive. For example, it would be counterproductive if they rang in class in the middle of a silent reading activity. Clearly some ground rules are needed. It is also possible that your

school either prohibits cell phone use in class or does not yet have a policy. In that case you will need to communicate your intentions to the head of your department.

Finally, the use of mobile phones, or any new technology, has the potential to increase your workload. There may be a learning curve, which is an investment that will hopefully pay itself back in increased student motivation and engagement. However, there is also the question of how to deal with the extra communication that use of phone

All the ideas above allow you to offer increased opportunities for language learning by taking advantage of a tool that students are intimately familiar with and carry around at all times. Dealing with the challenges of using mobile phones may seem daunting, but teachers I know who use them have found it to be a worthwhile investment of their time and a welcome addition to their language teaching methods.

Learning of a language is not limited in the classroom or during lecturer time. It should not stop after the end of lecture time or after the teacher's presence. Present time is the age of Technology so, technological devices should also be used by teachers and learners. Learners and teachers can interact with the help of different devices. The most popular device which is growing day by day is the use of mobile devices. This is most admired and popular device among students because it is very useful for both teacher and student. The mobile based language teaching and learning activities are also popular because of interesting and enjoyable. Students never get bore and become successful to learn new vocabulary. The use of mobile for learning English language is growing day by day. Students know about the use of mobile technology and almost every student uses social media and face book at least one hour a day. It also becomes lesser if they give up the use of face book on mobile. Students' vocabulary for communication has been improved with the help of social media. They also participate in language learning quiz to know new words of English language.

STUDENTS' PROCRASTINATION AND HOW TO BEAT IT

Alla Musiienko, Tetiana Tykhonova *(Kyiv, Ukraine)*

Procrastination is the act of delaying or postponing a task or a set of tasks despite knowing it might have negative consequences and results. Procrastination is the challenge students have all faced, they procrastinate more. Teachers of foreign languages can and should help their students to realize the problem and cope with it.

The difference of rest, laziness and procrastination should be explained. Rest is necessary to restore energy. Lazy person is happy with his or her state. Procrastination is connected with negative feelings such as anxiety, guilt and fear. It serves as an ego-defensive function and may lead to the avoidance behavior and is accompanied with self-criticism, irrational beliefs, low self-esteem, fear of failure and even depression.

Psychology defines four types of procrastination: anxious, fun, "plenty of time" and perfectionist procrastination. Using questionnaires and interviews teachers may help their students to identify to what category do they belong: the avoider, the optimist or the pleasure seeker.

Rather often students complain that their procrastination is the result of lack of self-discipline, self-control and self-regulation. Teachers have different methods to develop and stimulate students' motivation to study, bearing in mind: extrinsic motivation (rewards and punishment or "carrot and sticks"; goal-based motivation (credits and exams); intrinsic motivation which is based on personal vision and focuses on the process of education so to say on the "journey" not the "destination".

Each of us has Present-Self and Future-Self. Present-Self values short-terms rewards and take actions. Future-Self values long-term rewards and set goals. Teachers' task is to trigger the habit of regular learning and measure the progress.

Motivation often comes after starting, not before. Inability to start may be really a problem for some students. Teachers may help them with self-regulation dividing longer tasks to smaller, explaining that morning is very important time, because morning routines and planning for the day start the motion. "5 minutes rule" may be very helpful to get into a habit of making first step. Fist step will set a motion. They should get themselves to do difficult or unpleasant assignment for 5 minutes, then expand 5 minutes to 10 and so on. They will find a lot of positive results. The main goal is to start. Small steps start the process and action, which may lead to positive habit.

The actual problem of students' short- and long-term procrastination is under discussion. The authors pay special attention to the ways of its fixing and beating.

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PRE-TRANSLATION SOURCE TEXT ANALYSIS IN TEACHING PROFESSIONALLY-ORIENTED TRANSLATION

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Working with the text as an object of professionally-oriented translation, the translator completes three procedures: pre-translation source text analysis, source text translation and target text editing. Our research deals with pre-translation source text analysis, which was variously regarded in works (Alekseyeva 2001, Brandes, Provotorov 2003, Kulikova 2018, Tsaturova, Kashirina 2008), among others. In terms of developing the theory of specialized

texts translation, pre-translation analysis and its features deserve special consideration, as meaningful understanding of the source text is a necessary condition of its faithful translation (Kulikova 2018).

Each stage of written translation (and its training) provides for developing the basic skills and abilities through the use of a system of exercises. This system includes three subsystems: pre-translation training exercises, exercises for training translation skills and exercises for developing translation abilities (Chernovaty 2013). This paper deals with pre-translation training exercises with the students mastering the course of professionally-oriented translation. For the purpose of our research, we used the possible types of pre-translation training exercises described in work (Chernovaty 2013):

- Exercises for developing the ST analysis abilities: *1) Determine the ST author's main intention, 2) Specify the author's intention in each text fragment, 3) Define the functions of different ST fragments and their markers, 4) Determine the text logic, author's intention and ST function being considered, etc.*;
- Exercises for evolving the abilities to recognise the ST primary information: *1) Find the ST primary and secondary information, 2) Make a list of ST key words and phrases, etc.;*
- Exercises for mastering the subject knowledge and terminology preview: *1) Study the ST, make a diagram of its main notions and a list of related terms in source and target languages, 2) Study the parallel texts given below, focusing on translation of the terms in bold, 3) Find the English language equivalents of the Ukrainian words below, etc.;*
- Exercises for forming the abilities to identify translation problems*: 1) Define the ST language features, 2) Identify the functions of ST words and fragments, 3) Determine the ST translatological type, 4) Specify the ST main translation unit, 5) Establish the general strategy of ST translation, 6) Anticipate the problems of ST translation;*
- Exercises for cultivating the abilities to solve translation problems: *1) Analyse parallel source and target texts, identify the translation techniques and the relevance of their application, 2) Paraphrase the ST in the original language, 3) Render the source sentence in the original language reducing the number of words, 4) Define the ways of solving potential translation problems, etc.*

Thus, the role of pre-translation exercises aimed at source text analysis can hardly be overestimated. The above exercises have been proved efficient with the students mastering the course of professionally-oriented translation. Pre-translation analysis of a professionally-oriented text serves well for the students' meaningful understanding of the text and its faithful translation.

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CLOUD COMPUTING TOOLS FOR L2 VOCABULARY ACQUISITION

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The efficiency of cloud-based language learning connected with its potential to facilitate learners' engagement, motivation, and collaboration has been studied in numerous researches (Chang & Wills, 2003; Mell, 2011; Schubert, Jeffery & Neidecker-Lutz, 2014, etc.). Its immense popularity is proved by the forecast that this market is projected to reach values of around $8 billion by 2024.

"Cloud computing" is defined as "a model for enabling ubiquitous, convenient, on-demand network access to a shared pool of configurable computing resources that can be rapidly provisioned and released with minimal management effort or service provider interaction" [2].

In education, special interest is paid to SaaS that is a type of cloud services which provides access to email, various training sites, blogs, video and audio materials, textbooks and research materials on the Internet. Due to the fact that these services are easily available students can be frequently exposed to the learning materials of different formats created by various technology-enabled tools. They also significantly change the nature of the educational setting making it more social, collaborative and interactional.

Cloud computing tools for vocabulary development can be used at different stages – to introduce new lexemes, to broaden the knowledge about these lexical units, to make students memorize and retain them in the long-term memory and use in productive activities. They help to diversify teaching tools and combine knowledge and fun. The most useful tools for vocabulary acquisition are the following.

1. Word-cloud, word-tree, phrase-net and word-mapping generators (*Wordle, Tagxedo, Tagcrowd, Many Eyes, Visuwords, Visual Thesaurus*, etc.) are visualization tools which help to grasp new vocabulary easily, listen to the pronunciation, view definitions, and see connections between words thus enlarging the breadth and depth of vocabulary knowledge.

They can break the text down into component words and visually display the connection of words in the dataset.

2. Game makers (*Quizlet, Vocabulary, Socrative, Taboo Game, Jeopardy Labs, Word Scramble, Match The Memory, Who Wants To Be A Millionaire, etc.)* can help to create both linguistic games that focus on accuracy (correct spelling, synonym, antonym, morphological or grammatical forms) and communicative ones aimed at successful exchange of information and ideas. Being fun and interesting they lower anxiety, create a positive attitude towards the learning experience, develop interpersonal skills when played in groups, make learning active, may include several skills simultaneously thus promoting interaction, increasing achievement and improving language acquisition.

3. Quiz generators such as *Kahoot, Typeform, Survey Monkey, HubSpot Forms, GetFeedback, Google Forms, Riddle's Quizmaker, Fieldbloom, Qzzr,* etc. are very useful for the retention of the target vocabulary as these activities can be very exciting due to the addition of online links, documents, images, and videos. They also can be of value for assessing student performance as they can track each student's progress automatically and instantly calculating the results. Creating them teachers can consider different learning styles of students and apply various forms of testing, such as multiple-choice tests, fill-in-the-blanks, true/false, etc.

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TEACHING GRAMMAR EFFECTIVELY

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Teaching English grammar has always been an issue which is often discussed among the language teachers. The learners may undergo a lot of problems such as the complicated rules of the language and the inappropriate implementation of strategies. This is the reason

why the approaches to teaching grammar are debated. However, there are two main ways that we tend to teach grammar: deductively and inductively.

A deductive approach is a technique that works from general to specific. It is more teacher-centered learning where the points of English grammar are explicitly stated to the students and then tested. Once the grammar is introduced and explained, students usually complete grammar exercises to become familiar with the pattern. For example, a teacher writes examples of simple present and simple past sentences on the board. Then the teacher proceeds to explain the differences between present and past in English. Once the lecture is completed, worksheets are handed out. The benefits to the deductive approach are:
- Time in the classroom is spent only on the language principle.
- Most material can be easily taught this way.
- It encourages faster learning of material

An inductive approach is a technique that works from specific to general. The inductive teaching approach is a sort of discovery learning that focuses on the student. A teacher uses or shows a few examples of a grammar point in English and asks students what they notice. In many cases, the grammar point might be introduced by simply engaging the students in a directed conversation to slowly introduce it. The teacher guides the students to noticing the grammar pattern, and finally explicitly exposes them to it. For example, a teacher writes on the board a few examples of simple present and simple past sentences. The teacher then asks the students what differences they notice in the sentences. The students discuss the differences and maybe even try converting some simple sentences from present to past on their own. Finally, the teacher explains the rule for converting sentences from present to past.

Although inductive teaching takes longer than deductive, many educators agree it is a very efficient method in the long run. The benefits include:
- Students' interaction and participation.
- Students rely on their critical thinking to figure out the language.
- Students gain deeper understanding of the language.

There are clear differences between these two approaches. An inductive approach tends to be more efficient in the long run, but a deductive one is less time consuming. Much depends on the teacher and the students. However, the learner-centred nature of inductive teaching is often seen as advantageous as the learner is more active in the learning process rather than being a passive recipient. This increased engagement may help the learner to develop deeper understanding and help fix the language being learned. This could also promote the strategy of 'noticing' in the student and enhance learner's autonomy and motivation. So, an inductive approach seems to be more efficient in teaching English grammar nowadays.

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ROLE PLAY AS AN EFFECTIVE FORM OF SIMULATING SPECIFIC CONDITIONS FOR BORDERGUARDS' ACTIVITIES

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Situational tasks, role-playing and business role-playing are effective forms of simulating specific conditions for the activities of future border guards. Modeled in terms of learning, the situations of professional interaction are communicative situations, the creation of which is recognized as a key problem in organizing a modern process of learning foreign languages.

Game forms and methods of training future border guards allow to take into account the professional features of the chosen specialty, to create situations, where they master the art to solve tasks quickly and effectively, to master forms and methods of cooperation. Communicative situations create the conditions for active interaction of future border guards in the process of mastering skills of communication.

While teaching foreign language communication, it is very important to simulate natural situations which reflect the specifics and nature of business communication. The intensification of use of communicative situations in the educational process contributes to enrich the vocabulary of future specialists with new foreign words, to master the skills of communication in a foreign language in situations which are as close as possible to the real ones.

When structuring language information in the form of role-playing, the following should be taken into account: professionally oriented statements which are typical in professional use; terms and expressions; statements expressing emotions and having modal character; courtesy formulas and professional etiquette; synonymous expressions and other alternative means of expression; idioms, phraseological units and word combinations; verbal and non-verbal communication in which the participants take part.

One of the effective methods to train future border guards to speak a foreign language is to use role-playing in the educational process. As a form of reproduction of the subject and socio-psychological content of the professional activity of future border guards, role-playing became a means of forming adequate understanding of the specifics of the chosen specialty, contributed to the enrichment of their professional and social experience, the development of professional theoretical and practical thinking. At the same time, conditions are created for assimilation and use of educational information as a means of forming future border guards' professional skills.

Role-playing used in the future border guards' training focuses their attention on the process of social interaction. This type of modeling has contributed to the reproduction of interpersonal behavior training. Role-playing developed future border guards' simple communication skills, demonstrated ways to communicate effectively and professionally, examined deep personal blocks and emotions. Role-playing has modeled the socio-psychological context of a future professional activity of the border guards. It is a unit

of activity – an action in which the social values of future border guards, their attitude to others, work, and themselves are revealed. Role playing facilitates to acquire important communicative skills by the future border guards, to be able to make convincing decisions, taking into account the position of others. In addition, role-playing contributes to the development of reflexive abilities, a better awareness of their own individual psychological and social characteristics.

Business role-playing is a form of communicative modeling of the system of relationships, which characterize the particular type of professional activity. While role-playing participants – the future border guards – reveal their special activity according to the simulation model, which reproduces the conditions and dynamics of professional activity.

Thus, role-playing reflects the substantive and social content of future professional activity, its collective character, contributes to the formation of communicative competence of future border guards and the development of their social and speaking abilities.

Playing a role, engaging in relatively real relationships with other participants, future border guards gain experience in cognitive and professional activity, as well as social relations. It enriches them with new knowledge, skills, experience of professional and interpersonal contacts. One of the most important didactic principles – the principle of connection of training with life, theory with practice – is totally implemented in this type of activity.

AUTHENTIC LEARNING AS
A WAY TO GET STUDENTS INVOLVED AND MOTIVATED.

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As educators, we have all known for a long time that learning is best done through experience - *learning by doing* rather than *learning by listening or observing*. The challenging thing is, how we as educators, plan for this? How do we design learning so that students are more likely to be interested in what they are learning and more motivated to learn new concepts and skills? How do we ensure that students are active and engaged participants in their learning? Children work towards production of discourse, products, and performances that have value or meaning beyond success in school; this is *learning by doing* approach. This is authentic learning.

Authentic learning is based on some principles among which there are:

- *Real life relevance*

Activities and tasks done by learners could be applied in their life;

- *An ill-defined problem*

Challenges that are not easily solvable, or don't have an obvious answer. There may be layers of tasks that need to be completed in order to solve the problem.

- *Sustained investigation*

Projects and tasks that require a significant investment of time and cannot be solved in a matter of minutes or hours.

- *Multiple sources and perspectives*

Resources may be theoretical or practical, and may require learners to distinguish useful information from irrelevant information.

- *Collaboration*

Individuals cannot achieve success alone. Projects and tasks require social connections.

- *Reflection*

Learners will reflect on their own learning and make choices and set targets coordingly.

- *Polished products*

Activities and tasks will lead to the creation of a product.

There are many ways to transform everyday assignments to reflect authentic learning and help students apply practical academic skills to real-life situations.

One popular method is to ask students to solve a real-world problem. They must research and determine a plan of action, which they will then present to the class. This approach can be applied to any topic, all while providing students with the chance to develop research and critical thinking skills, as well as to improve in reading and writing. To turn this into a fully authentic experience, allow students to plan an outing and make a schedule of class activities.

Today's students are growing wired up since birth and the teacher can take advantage of this and give tasks which can be carried out with the help of gadgets. It may be exciting for the students to do the test using QR codes, for instance.

If the topic of the lesson is food, ask students not only to write a recipe but to film the process of cooking and they are sure to be more enthusiastic about the assignment. The further task can be creating a cookery brochure of their recipes.

Build 21st-century skills by having students complete literacy assignments from the viewpoint of a blogger. Students can read and edit peer work, then share the result with the community or make connections with authors through a classroom blog,

We all know about inventing such things as the electrical bulb, the telephone and the Internet, but we know very little about the arrival of correction fluid, toothbrush and the safety pin. Consider assigning an invention analysis and leading students to create something "small" that is relevant and valuable in our everyday life.

By engaging in authentic learning, we can help prepare students to face and overcome the challenges they will encounter in the real world—and create more confident, well-rounded global citizens in the process. A business maze is a good task when students have to solve problems, adapt their own behaviours and make decisions. Students work in small groups and are given the task:" You've been made redundant, and some big decisions about your future have to be made". The students read the problem on the card and talk together until they all agree what to do next. Then the teacher gives them next card with more information and more decisions. Finally, the students might succeed or fail. After such an activity the groups may think about a business they would like to set up. These are just a few suggestions for incorporating authentic learning into the classroom, and the most effective methods are likely to come from taking the pulse of the students directly.

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THE PROBLEM OF COMPARING ACHIEVED PROFICIENCY WHILE TEACHING ENGLISH ONLINE vs FACE-TO-FACE WITHOUT FORMAL ASSESSMENT

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There are innumerable ways to relate technology with education. Online learning which consists of web-based learning, online journals and educational movies is all associated to the technology in education. With only a few keystrokes, students are able to explore the world of wisdom and obtain various resources related to what they are seeking. There should be no excuse for not being able to discover the world because the information is "at the tip of their fingers". Currently, many pedagogic approaches implement technology in education. Some of the examples are project-based, web-based and online-based learning. All of these approaches are either student centered, where the students have to do self-access learning; or teacher-centered, where the teacher plays the main role in delivering knowledge. As for online-based learning approach, the teacher only acts as an instructor of the language subject by guiding the students to look for information on the Internet. Hence, the teacher will no longer become the main source of knowledge because his role is being replaced with the instructional technology.

Utilizing technology can generate many benefits for people especially in online learning. Yet, both students and teachers are still learning to incorporate it as part of the teaching and learning process because of the different teaching approaches required compared to the conventional classroom teaching. E-Learning is about students' learning. By using online learning, both students and teachers should have equal opportunity to sharpen their skills.

Online learning is a growing educational alternative for adults who, due to time and space constraints cannot attend face-to-face classes on a regular basis. Since its beginnings, online education has maintained a crescent demand and it has evolved as technology itself has more to offer in terms of educational tools. Another reason why online education has become popular is because it offers the possibility to attend remote universities without having to move to new cities or countries. More and more colleges and universities are going beyond their physical frontiers to offer quality education to distant learners. Despite all the advances, however, there are many who are still skeptical about the quality and the outcomes of online education.

Based on years of experience and research, entities such as Quality Matters (QM) have developed models and standards for the design and implementation of online courses that meet the minimum quality requirements in terms of educational attainments and goals. Courses that follow these standards are thought to be comparable to face-to-face courses of the same subject matters (Martin, Ndoye & Wilkins, 2016) and can, therefore, guarantee comparable educational outcomes.

In Ukraine, learning English as a foreign language has become one of the national educational goals. It is believed that learning English will allow Ukrainian citizens to participate in the global economy and will make them competitive in other countries. In order to fulfill this national requirement, higher education institutions are focused on achieving high results in teaching English. Some institutions are working on broadening their course offerings by introducing online classes as an option for those students who cannot attend face-to-face sessions due to time constraints or location; however, little evidence is found to support that the outcomes of online courses are comparable to those in the face-to-face courses. In fact, one of the common conceptions is that they are not (York, 2017).

Offering quality online English courses has become a challenge and a necessity for universities. These programs should be aligned with the standards of the Common European Framework of Reference (CEFR) (Council of Europe, 2001), which are the standards used in Ukraine for the teaching and evaluation of foreign language learning. Any English program would have to comply with these standards and is expected to produce learning outcomes based on them.

Research studies about online language learning in higher education have reported that the outcomes are comparable and sometimes slightly superior to the ones from face-to-face courses (Blake, Wilson, Cetto & Pardo-Ballester, 2008; Chenoweth & Murday, 2003; Despain, 2003; Isenberg, 2010).

According to Lin and Warschauer (2015), "most studies measuring language learning in online environments focus on achievement, not proficiency" (p. 395). The authors suggest that one reason may be the cost and organizational difficulties to perform standardized proficiency tests. Most proficiency tests are expensive and usually students must pay for them. Using these types of tests to evaluate the results of instruction is ideal, but it costs money. Research studies not using proficiency tests (Chenoweth, Ushida, & Murday, 2006; Despain, 2003; Isenberg, 2010; Ushida, 2005) focus on what was taught rather than overall proficiency and this can be seen as a limitation. This is consistent to what Deusen-Scholl (2015) reports about assessing outcomes in online foreign education. She states that few data are available on standardized proficiency assessments and most studies rely on more subjective outcome measures such as learners' self-perceptions and different studies have evaluated the impact of certain technological tools but have not addressed language proficiency.

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STUDENT-TEACHER COLLABORATION IN INNOVATIVE EDUCATION ENVIRONMENT

Olena Ostafiychuk *(Mykolaiv, Ukraine)*

State standards of education in the 21ˢᵗ century put forward new requirements for teaching foreign languages. These requirements arise under conditions of globalization, i.e. the global process of integration and unification in the fields of economy, politics and culture, which covers all aspects of society, unites people living in different countries and on different continents.

The modern world offers a lot of opportunities for teachers to find new ways to realize their potential, to share and obtain new knowledge and experience. This allows them to travel, to broaden their views and spot peculiarities.

Learning something new about new methods and ways, activities in English language teaching can be important both for novice and veteran teachers.

This is the way to form reliable partnership where teachers make sure they are ready to foster students' interest through innovative methods of teaching by means of using new technologies.

As Simon Quattlebaum states in his article "Why Professional Development for Teachers is Critical" it is obviously essential to work on your both personal and professional growth for every teacher but we should not forget that after obtaining some experience we have to share it with our colleagues, students and other stakeholders if necessary.

The issue of high importance is collaborative activity and conditions of a modern teacher and students and the ways to improve them according to the changing situation in the sphere of leaning and teaching.

Leadership is one of the topics being discussed nowadays. It is quite relevant in all spheres of human life. According to the information given in many researches, there is a phenomenon of leadership crisis.

On the one hand, people become more aware of the opportunities they can use being a leader. On the other hand, though, they still are too lazy to implement the ideas of leadership in their own lives. That is the stage where they stuck and complain.

Thus, in case of using modern ways in teaching foreign languages with the help of innovative technologies teachers can make the process interactive and captivating. Forming skills is not always rewarding as it takes time and understanding because students can get offended and feel frustrated. Teachers need to teach them how to deal with such aspects as

problem solving,

critical thinking,

being creative, active and proactive,

collaboration.

As always, students need patterns and motivation. In order to learn how to think critically it is necessary not only to tell them what it is, but also how to understand it and then to apply.

First, the teacher collaborates with students and then, already being aware of their needs and making conclusions about shifts in teachers' work, s/he collaborates with other teachers and students. This is the way the teacher can contribute to his/her own professional development and other teachers' as well. Then, proactive teachers with their own initiative are able to meet their own and their students' needs. These teachers are strong leaders who are highly motivated and have a goal and an idea of the outcome at the end.

IMPLICATURES IN LYRICAL POETIC DISCOURSE

Viktoriia Ostapchenko *(Kharkiv, Ukraine)*

By lyrical poetic discourse we mean a kind of artistic discourse, which makes up mental and linguistic space created by the author of lyrical poetic text and its reader (interpreter) through this text. The communication problem between the author and reader takes center stage, which can be solved with the use of linguo-pragmatic methods.

The methodological basis of the study are principles of cognitive pragmatic poetics and pragmatic stylistics, which are characterized by the unity of cognitive, communicative and stylistic aspects.

The theory of implicature can be applied in the analysis of lyrical and poetic discourse, given the presence in it of a wide layer of implicit meanings. Not all implicit meanings of the poetic text are implicatures, but only those that are conveyed by the author intentionally, that means, their transmission is included in the communicative intention of the author.

From the linguistic-philosophical point of view, the linguocreative activity of masters of the pen is intentional, because the fact that the poet composes poetic texts is already a

manifestation of his desire or his ambition to do this. This means that communication between the author and reader is based on the author's communicative intention.

The author intends an implicature – puts it into a verbal form, the intended implicature activates in reader's consciousness – this is its actualisation in the discourse. Triggers actualise implicatures. Triggers are language tools that are used by the author.

The specificity of artistic communication between the author and reader makes impact on the actualisation of implicatures in the lyrical poetic discourse. It consists of such kinds of features as self-referentiality, emotionality, partial isomorphism between the intended meanings by the author and the meanings decoded by the reader, the interaction of the author and reader, their remoteness in space and time. Thuswise, the artistic communication between the author and reader is a semi-communication, which occurs through the aesthetic function of the language and is remoted in time, that complicates the actualisation of implicatures.

According to the semantic criterion, implicatures are divided into general thematic and presuppositional. To infer general thematic implicatures, the reader does not need special knowledge, they are based on the meanings of words used in everyday communication. But the poet sees general words deeper and wants to convey this to the reader.

Special knowledge that is part of a certain presuppositional fund, which is a combination of shared knowledge of members of a particular linguistic culture is required for the inference of presuppositional implicatures.

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THE HISTORY OF KHRESHCHATYK VILLAGE

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Cherkasy Oblast is well known for its beautiful natural setting and its rich historic and cultural heritage. While the main road in Kyiv, Khreshchatyk Street, is famous all over the world for its chestnut trees and wide avenues, few people know that one of the main streets in Cherkasy is also known as Khreshchatyk. It is a long, wide street that runs across half of the city.

There is also another Khreshchatyk, a sacred place where Kyiv Rus was baptized. The settlement lies halfway between Cherkasy to Kaniv and was the site of numerous wars against Poles, Turks, and Crimean Tatars, Villages, like people, have their own history and biography.

Land is a life force. It feeds us and takes cares of us. It is no wonder that the lush countryside attracted the first settlers who inhabited the village of Khreshchatyk. Its goes back to ancient times when the first settlers founded a settlement on the picturesque bank of the river Ros, surrounded by magnificent pine and fir trees. They supported themselves by farming the land, cattle raising, and wood. All these facts were confirmed by the artifacts found during excavations of a site of ancient settlement from the 6th century BC in Kaniv district. The territory of Cherkasy Oblast was a part of Prydniprovya, where the core of the mighty feudal power Kyiv Rus was formed from Eastern Slavonic tribes.

At that time the religion was Paganism. Most people were baptized in Kyiv but not all people wanted a new religion and many of them left Kyiv to find a safer place to live. They went down the river Dnipro and came to the settlement on the river Ros. In 988, Prince Volodymyr wanted to baptize Kyiv Rus. But in vain. The prince's army found them and he was baptized by force in the lake near the village. Since then the lake has been named Khreshchate.

There is a legend that there was a church near the village but during numerous wars it was destroyed. However, the bells were buried in the waters of one of the lakes and from time to time visitors can hear their chimes. And the place where the bells are buried is called "Siate Ozero" (Sacred Lake).

Later, during the Tatar invasion, Khan Batyy destroyed the village when he was going to conquer the new territories. From 342 families only four were saved and they started a new history of the village A great number of young men and women were captured at that time.

Owing to the Mongol Tatar invasion and feudal division of Rus in the 15th and 16th centuries, the territory was usurped by Lithuanian and Polish feudal lords. The Lithuanian lineage can be seen in such family names as Lytvyn, Lytvynenko and Lytvyntsev.

Much of the history of this region has been lost. The lakes and rivers were rich in fish. People built boats and made nets to fish. The village grew bigger and became prosperous. Rich people hired storozhiv (guards) to protect their territory and goods. These first settlers were called Storozhenky. These family names still exist in the village in big amounts.

During the Bohdan Khmelnitsky period in 1640, more people came to settle in this area, as it was a good place to live with forests rich in fowl and rivers and lakes rich in fish.

In 1655, the village of Khreshchatyk was first mentioned in the written chronicles. As there were lots of woods near the village, people cut down trees and traded wood with other settlements. In 1871, the peasants suffered under the landlords Vushnevetsky, Pototsky and Kalynovsky After the reunion between Russia and Ukraine, the village suffered under the Russian landlords Voronova, Lopushynskoyi and others. At that time the administrator was Petrovsky. Since that time the place where he lived has been called Petrovsky Gory.

In 1923, when Ukraine obtained its independence, the first collective farm was organized in the region.

In 1924, the NEP New Economic Policy) was introduced there. In 1929, the collective farm was named the "12th Anniversary of October." The farm was rich. The soil was sandy but nourishing. Poultry growing and cattle breeding were developed at that time.

As the farm was small, it was reunited with Shelepuhy collective farm in 1950 and in 1955 with Tubiltsy collective farm.

Today, the village is the place where people can enjoy picturesque views of the river Ros and magnificent woods with a variety of animals. There are deer, elks, wild boars, squirrels, beavers and others.

THE USE OF AFTER-TEXT EXERCISES IN COURSE OF TEACHING ENGLISH AS A SECOND LANGUAGE

Oleksandra Palchykova *(Kryvyi Rih, Ukraine)*

A significant method to control students' level of capability to produce their own utterances during a dialogue / monologue is after-text exercises. They provide practical application of information about linguistic and cultural phenomena, activation of cognitive abilities. Therefore, competent selection of after-text exercises encourages reflection, discussion, and forms the ability to use the information received in the required area.

In our view, a key task of after-text exercises is to use text material as a support in oral and written speech [2]. Concurrently, the instructions to the exercises are as follows: "Student A: Imagine that you are a London guide. You are giving a tour around London. What sights are you going to tell your tourists about? Describe three sights. Student B: Imagine you are a tourist who is now on a guided tour. Ask the guide additional questions about the sights you are interested in", "Imagine you are a British student. Give your friend from Ukraine

some advice on how to prepare: a) Yorkshire pudding; b) haggis, "Agree / disagree with the following statement: "Social smile helps Americans rule the world". Argue your position", "Invite a friend / girlfriend to a baby shower party. Use the following plan…", "Make a dialogue on the topic "National Scottish clothes", following the structure...".

Here are some examples of after-text exercises.

1. Work in pairs. Read the situation and follow the instructions, stated in it.

Your friend from Ukraine is arranging a business meeting with his / her British colleagues. Give him / her a clue how to hold a top-class business arrangement. Speak on:

– punctuality;
– how he / she ought to greet people;
– how to introduce Ukrainian colleagues to British ones depending on their status;
– which things he / she should avoid;
– how it is appropriate to discuss business over dinner.

2. Mark the statements true "T" or false "F". If the statement is false, correct it. E. g.:

Americans traditionally celebrate New Year's Eve in a family circle. – (F). Americans traditionally celebrate New Year's Eve in pubs, at parties or concerts.

1. In the USA one of the New Year's symbols is Father Frost, who lives in Lapland. 2. On New Year's Eve Americans usually drink ale and eat pudding 3. On New Year's Eve Americans put on bright costumes, sing songs and dance the night away. 4. Americans usually pay a visit to their relatives on the 25th of December. 5. You can see an evergreen wreath on the door, which is commonly hung on New Year's Eve.

3. Are the following statements correct / incorrect? Give arguments.

1. In Ukraine New Year's Day is a family holiday, whereas in the USA it is a public one.
2. Americans willingly share their thoughts, whereas hide their true feelings.
3. For Americans financial sufficiency is a measure of professional success.

Summing up, the use of after-text exercises in course of teaching ESL enables appraising of implementation of the knowledge at phonetic, lexical, morphological, syntactic language levels, motivates for creating utterances based on textual material.

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INNOVATIVE METHODS
OF TEACHING ENGLISH: BINARY LESSONS

Svitlana Pampura *(Sloviansk, Ukraine)*

The current state of the international relations of Ukraine requires considerable changes in its system of education. The problem of socialization of young people in interethnic and intercultural space acquires special significance and causes necessity of a new approach to foreign language training of future specialists. Knowledge of a foreign language is considered as one of the means to expand the professional competence and skills of students. University graduates should master a foreign language at a sufficient level for their professional and personal communication. Nowadays, a good level of English enlarges greatly applicants' chances to find an interesting and well-paid job, to get a promotion, to enjoy close relations with business partners. Therefore, efficient teaching and high quality of the knowledge acquired are in urgent need. Modern education challenges teachers not only to give students a set of language knowledge but to form special competence conductive for their future professional activities.

The new level of international communication has caused the necessity of transformation of the system of professional education with multidimensional teaching English for special purposes.

Though the problem of the professional English teaching has been worked out by many scholars: D. A. Wilkins, H. G. Widdowson, N. D. Glazkova, T. Yu. Zagriazkina, G. A. Kytaigorodskaia and others – it should be recognized that the level of fluency in foreign languages of university graduates does not always correspond with modern requirements. Needless to say that the success achieved depends considerably on the degree of the student's motivation. And if students of philological faculties are clearly motivated in studying languages, the purpose of learning languages is not always evident for students of non-linguistic specialities. The task of crucial importance for English teachers in non-linguistic universities is to uphold students' motivation for learning the language. This fact stipulates the topicality of the problem.

One of the forms that can be efficient for such aims is a binary lesson, which is usually held together with the teacher who reads speciality and combines theory and practice or two subjects. Commonly, a binary lesson is a kind of a project and promotes students' motivation to learning English.

Integrated lessons allow students to use knowledge and skills, which were obtained at different subjects and are grounded on the profile character of teaching. Such classes allow integrating knowledge in different fields for solving one problem and create situations to use obtained knowledge and skills in practice. Such lessons are usually held by two teachers.

One of the goals of binary lessons is creating conditions for the practical use of skills and knowledge and increasing students' interest to learning English. Knowledge acquired will become more aware, the young generation will develop a scientific style of thinking,

their ability to international communication. The process of learning will become more developing, which is an important feature of modern education.

ON DIFFERENT KINDS OF BILINGUALISM
IN MODERN LINGUISTICS

Yuliia Panasiuk *(Kryvyi Rih, Ukraine)*

Nowadays a foreign language is not only a means of communication with representatives of different nationalities, it has got a status of necessary tools in the dialogue of cultures and civilizations in the modern world. It is possible to assert, that bilingualism is a necessary means of the development of our scope, it helps to become more intelligent and erudite. As a result, a lot of new mental skills and abilities can be developed, such as critical thinking, which is formed within the processes of analysis, comparison and evaluation of cultural peculiarities of different countries. In such a way a new kind of personality is formed, that exists in a cultural and civilized field, realized in language, public conscience at different levels, stereotypes and behavior standards.

In modern linguistics there are many definitions of bilingualism, but one of the most laconic is given by W. Weinreich. According to him, bilingualism is a kind of alternate use of two languages [2]. Nowadays outstanding researches determine different peculiarities of bilingualism, which help to distinguish some kinds of this phenomenon. One of the most popular classifications is represented by E. Vereschagin, who made a great contribution to the development of bilingualism and suggested classifying different kinds of bilingualism based on some criteria. First of all, bilingualism is evaluated according to the numbers of actions, which are done on the basis of this skill. In other words, this kind of bilingualism is called receptive, when a bilingual understands speech patterns of that language, which is not his/her mother tongue. Taking into account the above mentioned criterion, it is also possible to distinguish so-called reproductive bilingualism, when a bilingual can reproduce that material, which he heard or read. A good example of reproductive bilingualism is learning a foreign language, which becomes a necessary means of cross-cultural communication. While learning a language, which is not a mother tongue, a bilingual understands and reproduces some extracts or texts, but at the same time he usually does it with a little garbling, that is reflected in the presence of an accent.

The second criterion of the classification of bilingualism is correlation of two language systems, which can function independently or can be interconnected in the act of speech.

According to this criterion, Vereschagin distinguishes pure and mixed kinds of bilingualism. Pure bilingualism takes place in case, when mother tongue is one language and at work, while studying, in public transport, in other words outside family another language is used. Mixed bilingualism occurs, when languages can substitute each other, and there is a connection between two language systems.

Mastering a foreign language presupposes, that while learning, it is very difficult to avoid distortion of different words, set expressions, grammar constructions and intonation patterns. All these processes cause different linguistic changes in both languages, which usually lead to so-called linguistic interference [3]. According to it, some researches distinguish between the following kinds of linguistic interference: phonetic (which includes phonological and sounds changes); poor spelling (orthographic peculiarities); grammar (morphological, syntactical, punctual features) lexical; semantic; stylistic; intralinguistic and interlingual [1]. The author of this classification considers it to take place not only when two languages interact, but he is pretty sure, that linguistic interference can also arise within the limits of one language.

At one of the first stages of learning mutual interference of languages, bilingualism was considered to have more disadvantages and negative features. Since then, the situation has changed greatly. In a recent survey, conducted by researches in the XXI century, it was emphasized, that bilingualism positively affect cognitive abilities in young learners and adults, have a great impact on reading development, bilinguals have better attention and task-switching capacities. It is even believed, that bilingual children as young as seven months can better adjust to environmental changes, while bilingual seniors can experience less cognitive decline [2].

Bilingualism deals with a problem of relations between language and the way of thinking, between culture of bilingual and culture of the country, where he lives. In a polylingual society effectiveness of learning foreign languages is toughly connected with a conception of linguistic education, the main idea of which is a necessity to combine learning of languages and cultures. Forming and developing cross-cultural skills and polylingual thinking, language, communication and culture competences become one of the most important objectives in a modern system of European education.

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THE ART OF LAPBOOKING FOR TEACHING ENGLISH

Tatyana Pavlova *(Odesa, Ukraine)*

The use of visual methods – posters, wall charts, flashcards, flip charts, handouts, videos, photos, presentations, interactive boards, lapbooks – is one of the major principles of educational science. A lapbook is a folder with a variety of mini books, foldables, flaps and other material with drawings, graphics, diagrams, brain teasers and puzzles that add excitement to the educational process and are used as a perfect visual.

Scientists have long held the theory that the left and right hemispheres of the brain control different functions when it comes to learning. The left hemisphere is thought to control language, math and logic, while the right hemisphere is responsible for imagination, creativity and visualization. A lapbook is a cost efficient hand-on tool that provides an opportunity to unite various skills controlled by both left and right hemispheres. The process of making a lapbook, on the one hand, adds to logic, structure, analysis, classifications and, on the other hand, backs abstract thinking and the use of visual images.

Well-known Bloom's taxonomy separates educational goals into three general "domains" – cognitive (thinking), affective (feeling), psychomotor (doing), and provides a universally effective strategy for creating all types of content to enhance learning and develop higher-order thinking skills. Lapbooking perfectly matches all categories of the taxonomy (remembering, understanding, applying, analyzing, evaluating, creating) and offers abundance of learning activities, which may be as follows:

Remembering: select new words from the text, copy all the *words* on *cards*, repeat them after the teacher, memorize new words and expressions;

Understanding: classify the qualities of an object or a phenomenon using a mini book, give examples of synonyms and antonyms, describe a phenomenon or a character in your own words, translate from the source into the target language and vice versa;

Applying: make a drawing to your favourite passage using a mini book, write quotes to describe an event or a character, apply information from class debates to illustrate your ideas on a topic;

Analyzing: make a questionnaire using a layered mini book, compare and contrast characteristics of a person, analyze prefixes to see how word meanings change and give examples in a mini book;

Evaluating: survey your classmates about the given topic, make a peer review using a checklist, rate the efficiency of the taken measures in the given field.

Creating: summarize your impressions from a recent event and choose mini books to organize your ideas properly, assemble a lapbook with all pre-made mini books and present it.

A teacher can start with giving students basic information on how to make a lapbook and show PowerPoint presentations with various examples of mini books. It may also be helpful to provide students with downloadable templates, samples and patterns. It is worth investing time and efforts to show how to make various types of mini books at the lesson.

There is no need either to complete and assemble the whole lapbook within one lesson or to dedicate several successive lessons solely to the process of lapbooking. A teacher can plan making one or two mini books over a certain period of time instead. It is also possible to assign making a lapbook as a hometask. Students usually enjoy writing an informal letter to a friend in perfectly decorated hand-made envelopes instead of fulfilling a regular writing task in their copybooks. Such informal letters will supplement a nice collection of mini-books mounted into a lapbook. Instead of giving students an assignment to write down new lexical units in their vocabularies it may sometimes be appropriate to make separate multi-coloured cards and place them in nice hand-made pockets. Lapbooks will look like real handmade printed art if the content for their mini books is typed in various type-it-in downloadable templates. The Internet offers many links to mini books samples and online instructions [3]. Students can work with lapbooks independently, in pairs or in groups depending upon educational goals and anticipated results.

Lapbooks can be used in a variety of language activities that are held during the whole lesson or part of it, daily or occasionally, thus giving teachers and students an opportunity to narrow down the focus of a topic, organize information, retain and refresh knowledge in a creative way. A lapbook is a real source of information, inspiration and fun.

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MOBILE INSTANT MESSAGING APPLICATIONS AS AN EFL TOOL

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Recent rapid advances of technologies, mobile technologies in particular, have dramatically changed our everyday communication. The pervasiveness of mobile devices (smartphones, tablets, etc.) offering instant access to the Internet has already drawn attention of educators and English language teachers, in particular. Influencing dramatically when and how students learn, mobile devices are already viewed as a convenient medium of introducing innovative blended learning techniques in teaching English as a foreign language (EFL). While earlier studies on mobile assisted language learning focused primarily on the use of mobile applications for mastering EFL vocabulary, more recent studies target the

development of multiple language skills in authentic learning environments through mobile devices. With this in mind, mobile instant messaging (MIM) applications, which offer real-time text transmission via the Internet, definitely stand out and have already become the object of several studies [1, 2, 4] held abroad.

To begin with, MIM apps are an easily available, free, and *convenient tool for incorporating elements of blended learning into conventional EFL classes,* particularly at the tertiary level. Most MIM applications allow creating group chats, posting instant text messages, stickers, and emoticons, making calls, sharing files, and even conducting surveys. Out of a wide range of free MIM apps available worldwide, according to statistics [3] WhatsApp, Facebook Messenger, and WeChat are the most popular ones. However, this may differ based on the region and the target age group, for instance, Facebook Messenger and WhatsApp are the most popular ones in US, WeChat and Snapchat - in Asia, meanwhile in Ukraine these are Viber and Telegram which are the most popular.

Secondly, serving as a primary communication channel, MIM applications are particularly suitable for providing *time-management assistance* to students. Language teachers can post home assignments, remind of due dates, announce forthcoming events, and inform of timetable changes. Furthermore, the ubiquitous nature of MIM applications facilitates a more *instantaneous interaction* between the teacher and students. This fosters collaborative learning, improves motivation, and the effectiveness of language learning as students can receive immediate feedback from their teacher and peers. Besides, EFL teachers can clarify the instructions given and share handouts used in class. This is particularly useful for those who could not attend the class and can help them catch up with the group.

Moreover, MIM applications facilitate both *synchronous* and *asynchronous learning*. Used synchronously (with learners being in a classroom), these applications can replace a board as the teacher can post links to online resources to be used during the lesson either providing additional practice (e.g. vocabulary, grammar, listening activities), serving as a reference source (e.g. online dictionaries) or giving initial authentic English language input (e.g. news, trailers, commercials, presentations). MIM applications can be used for the same purposes asynchronously (outside classroom hours). Besides, we can share video lessons to complement the information studied, send audio files students listened to in class and accompany them with tapescripts. Thus, students can work on developing their language skills on their own.

In addition, MIM apps can *replace email communication* being less formal and resembling a live communication. Using these apps for dialogic activities, EFL teachers can extend their learners' interaction with English beyond the classroom time. Of interest are *discussions* and *debates* held in distantly using MIM apps. For their effectiveness, it is essential to pre-teach phases for agreeing/disagreeing, linking words to show contrast/addition, and establish the rules of participation and elicit evaluation principles (e.g. limited responses to 2 sentences, start with an introductory phrases).

All in all, MIM apps prove to be an efficient means of digitalizing conventional EFL classes. Such messaging applications help establish a regular student-teacher interaction in the

target language, model real-life communication, diversify the activities used in class, as well as enriching lessons with authentic real-world language material. Facilitating synchronous and asynchronous language learning, they take active language learning beyond the classroom time, support deeper learning, increase motivation as well as generate fresh ways of making foreign language learning more authentic, thrilling, effective, and personalized.

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DESIGNING AN EFL COURSE: CHALLENGES AND SOLUTIONS

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Every EFL teacher struggles with some challenges when a new group of learners appear. Here are frequent questions. *What should I do with a new group of learners? How should I design the course syllabus? How should I select appropriate textbooks and materials for my EFL classes?* Firstly, the teachers should consider their learners' needs and course objectives. It does not mean to test their level of proficiency. It is necessary to find out their gaps in four skills (reading, listening, writing and speaking) and four systems (phonology, lexis, grammar and discourse), identify their learning styles (visual, auditory, kinesthetic and tactile) and preferences (working individually or in groups), etc.

Only after conducting the needs analysis, the teacher can prepare the course material accordingly. Needs analysis, which is "the systematic collection and analysis of all information necessary for defining a defensible curriculum" (Brown 2016:16-17), should include any types of qualitative and quantitative information from teachers, learners, administers, and parents. The information can be gathered from non-expert intuitions and expert practitioner intuitions; interviews, surveys and questionnaires; language audits and observations; text-based analysis; diaries, journals and logs (Huhta et al 2013).

The learners can be given needs analysis questionnaire where they have to identify and tick situations where English might be useful for them, e.g. travelling, listening to music, watching films, browsing the Internet, buying online, writing and receiving emails, using social media, and taking IELTS, TOEFL exams. They also have to provide examples of the issues they want to improve, e.g. speaking (fluency, confidence), listening (understanding native speakers, recognizing words, understanding various accents), writing (improve writing skill, spelling, punctuation), grammar (various grammar topics, tenses), vocabulary (widespread words and phrases, more comprehensive lexis). The written part, which can be in a form of a letter to their future English teacher, can show that learners should work on, e.g. increasing range of vocabulary, using proper discourse markers, using proper articles, capital letters, prepositions, auxiliary verbs, infinitive, modal verbs, improving spelling and punctuation.

The diagnostic testing should be based on the learners' final examination.

In order to increase students' success, the teacher should differentiate tasks in accordance with students' learning styles and preferences (working individually or in pairs/groups). According to Walling, visual learners respond strongly to the information they see, rather than they read or hear; auditory learners react to the information they hear; kinesthetic learners learn easily through movement and physical activity (Walling 2006:1).

If the course ends with a final examination, then it is essential to familiarize learners with the final exam and the preparation to it. On the one hand, the designed syllabus should include the following types of formative assessment: informal techniques (conversations with students, interviews, class interactions, questioning, observation, daily work), and formal techniques (quizzes, progress tests) (Burke 2010:24). On the other hand, summative assessment in a form of an examination can evaluate the final result.

The teacher should also define methods and techniques that they can use during the course, e.g. Practical Eclecticism, Task-based Learning, Test-Teach-Test, etc.

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THE USE OF CASE STUDY METHOD IN DEVELOPING CRITICAL THINKING OF PRE-SERVICE ENGLISH TEACHERS

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Within the modern educational paradigm, the main purpose of educating pre-service English teachers is to mold a multicultural linguistic personality capable of carrying out and teaching intercultural communication. Well-developed critical thinking of pre-service English teachers is crucial in ensuring their success in intercultural communication, as it prepares students' personality for meeting the need to adapt to rapid social change and progress, to take independent decisions, to critically evaluate the outside world. All mentioned above brings into focus the need and sets a task of forming critical thinking of pre-service English teachers in a foreign language classroom.

Critical thinking implies the skills to analyze the arguments and understand their validity; to seek for controversies in the arguments provided by the person himself and by other people; to evaluate information critically; to shape one's ideas concerning the problem debated, to articulate one's position and ground it; to consider other points of view; to making non-standard or "difficult" decisions, etc.

The case study method ("case method", "case teaching", "case technology") is an effective tool of developing critical thinking (F. Edey, J. Heath, T. Romm, M. Shever, M. Wynn, K. Yeats, О.Б. Бігич, Н. П. Волкова, А. М. Долгоруков, П.А. Омарова, І. О. Сімкова, О. Б. Тарнопольський, В. В. Филонова, А. Н. Щукин, О. В. Ярошенко, etc.). Educational case study can be defined as an interactive teaching technique that suggests a set of conditions and circumstances that models real life situations and has in its basis an unsettled problem that needs to be analyzed and solved applying critical thinking skills.

Cases can be classified according to different criteria, such as the degree of complexity (Сімкова, 2010), the volume (Филонова, 2013), the aims and tasks (Волкова, &Тарнопольський, 2013; Сімкова, 2010), the contents and ways to work on it (Heath, 2002), the relationship focus (Romm, 1991), types of problem covered (Сурмин, 2002; Ярошенко, 2015). According to their place in pre-service teachers' education cases can be classified into: 1) scientific research cases that focus on research tasks; 2) practical cases that reflect real life situations; 3) educational cases that mainly concern the organization of the educational process (Барнс, Кристенсен, &Хансен, 2000).

To work effectively in a pre-service English teachers' class a case must meet certain requirements; it should: 1) be based on the situation with real life; 2) allow students to relate educational tasks with their real life experience and future professional situations; 3) provide an opportunity for interpreting a problem from different perspectives; 4) cover problematic issues (the so-called "wicked issues" included) and conflicts that need resolution; 5) allow different solution options.

Yu. P. Surmin identifies special principles of applying a case study that are: 1) the diversity of "didactic arsenal" and its efficiency, 2) partnership, 3) stressing the active

information search process to avoid "chewing knowledge", 4) the sound pedagogical and psychological basis, 5) creativity, 6) pragmatism (Сурмін, 2002; 2015)

Applying case study in a pre-service English teachers' class encourages students to seek information, to classify, analyze and evaluate it, to generate their own ideas. Accordingly, the work on a case goes through three organizational stages: a) preparatory (informational, lexical and functional language input) stage; b) situation study and discussion stage; c) statutory interpretational stage (Бігич, 2012; Омарова, 2015).

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EXPRESSING OF THE HUMAN FEATURES
OF CHARACTER "CLEVER" IN THE ENGLISH IDIOMS

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In order to research and understand better any nation it is better to study its traits of character mostly expressed in the language. National character presents typical qualities and psychological peculiarities of any ethnic group that has common territory, language, history, culture, traditions which differ one nation from the others. Therefore, one of the most significant markers is a language. The brightest examples are idioms that can be analyzed in order to study national character.

One of the most valuable traits of character has been person's ability to be clever, smart. Moreover, a clever person is a role model for any other one. A clever person is characterized like one who has clear mind, who is smart, literate, rather experienced, has an ability to percept quickly and, therefore, react quickly and use accepted knowledge in an appropriate way [2].

In most cases, the idioms are explicit in their meaning. In the following idioms such lexemes as *wise man, wise, brain, wit, clever* are used. There can be mentioned: *wise man changes his mind, a fool never will* [1, 1013]; *word is enough to the wise* [1, 1024]; *words are the wise men's counters and the fool's money* – [1, 1025]; *be endowed with brains* [1, 84]; *fool may ask more questions in an hour than a wise man can answer in seven*

years [1, 347]; *have a quick wit* [1, 462]; *have a ready wit* [1, 462]; *have quick wits* – бути дотепним, кмітливим, тямущим [1, 462]; *mother wit, natural wit* [1, 680]; *too clever* [1, 957]. The abilities like to have sharp mind, to resist the fool with a clever talk, to orientate quickly and to present a bright idea are emphasized in these idioms.

One more group can be distinguished which contain the lexemes *at home*, *there*. There it is mentioned that a clever person is always full of new fresh ideas, who is always ready to answer and, of course, to give advice. This can be proved with the following examples: *all there* [1, 29]; *be at home in something, be at home on something, be at home with something, feel at home in something, feel at home on something, feel at home with something* [1, 75].

The next group comprises such examples where elements of a human body are used and, actually, these elements are connected with denoting human mind especially in their combination with the adjectives *wise* and *clear*. In particular, such examples prove it: *wise head* [1, 1013]; *clear head* [1, 217]; *have a head on one's shoulders, have a good head on one's shoulders, have one's head screwed on right, have one's head screwed on the right way, to bear a brain* [1, 458]; *have an old head on young shoulders* [1, 461]; *more wit in one's little finger than in your whole body* [1, 679]; *one's better judgment* [1, 124]; *have all one's buttons on* [1, 459]. Of course, as a human ability to be smart and intellectual is presented with *a head on one's shoulders,* so that it means that a person can estimate and assess a situation, *brain* shows an ability to understand and create ideas, *an old head* presents a person who is smart not with the age but the one who can do something interesting and smart for the surrounding environment. In comparison to other people a smart person stands out and is supposed to be a priority marker.

One more group of idioms emphasizes the very ability of a person to be clever. In these idioms we may see a proof that a clever person is able to react at anything really quickly and to be ready to act. As for example, *to have a ready answer to any question* [1, 462]; *lad of wax, man of wax* [1, 584]; *man of sense* [1, 663]; *nobody's fool* [1, 694] – contrast between the clever and the stupid. The idiom *Philadelphia lawyer* [1, 755] presents a person with a sharp mind and proves well-known fact that a lawyer should be a rational person with sharp mind in order to be successful.

In conclusion, it can be stated that a trait of character *clever* has positive connotation. Mostly, a clever person is supposes to have a head on his shoulders in both physical and mental meanings. Very often, a clever person is a role model for another one who is, in comparison, not so smart but has a chance to improve himself and to reach a new level.

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ASSESSMENT OF THE STUDENTS' ACADEMIC ACHIEVEMENTS THROUGH TEST CONTROL

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The necessity to know English is the one a person has to meet in any sphere of modern life. It is caused by the globalization and the role of English as the language of international communication. It is the requirement for being successful in production, technology, education, research, etc. It is an absolute necessity in business and politics. One of the aspects of the educational reform is introduce new methods of the academic assessment of the students' progress. The effectiveness and reliability of such an assessment can be achieved through test control.

Testing and evaluating students' achievements in language learning is of great importance. According to J. Heaton, tests could be used to display the strength and the weaknesses of the teaching process and help the teacher improve it. They can demonstrate what should be paid more attention to, should be worked on and practiced. Furthermore, the tests results will display the students their weak points, and if carefully guided by the teacher, the students will be even able to take any remedial actions. Testing helps modify the course of teaching. Once the weaknesses of students have been traced, the teacher may think about the results in terms of his, not his students' weaknesses. Of course it does not mean that the students' failure is the teacher's fault. However, test results will indicate what needs to be more attended to. Tests show the gaps in students' knowledge and drawbacks in their use of major language competence. Having evaluated the test with the view of finding such gaps, the teacher will be able to modify the course: to include some additional points, or eliminate some, etc.

M. Thomson believes that students learn more when they have tests. The author emphasizes the idea that learners study hard for the classes where they are tested thoroughly. The inevitability of being tested becomes a kind of motivation. It is often believed that the first what the teacher should do is to teach the students to overcome their fear of tests and secondly, help them acquire the ability to work independently believing in their own knowledge. This ability is the main point, "the core meaning" of the test. The students should be given confidence. Here we can refer to J. Heaton who thinks that students' encouragement is a vital element in language learning.

According to A. Hughes, we often perceive these two terms – evaluating and assessment – as two similar notions, though they are entirely different. He states that when we assess our students we commonly are interested in "how and how much our students have learnt", but when we evaluate them we are concerned with "how the learning process is developing". These both aspects are of great importance for the teacher and the students and should be correlated in order to make evaluation and assessment "go hand in hand". However, very frequently, the teachers assess the students without taking the aspect of evaluation into account. This assessment is typically applied when dealing with examinations that take place

either at the end of the course or school year. According to P. Ur, it is often conventionally assumed that tests are mostly used for assessment: the test gives a score which is assumed to define the level of knowledge of the testee. This may be in order to decide whether he or she is suitable for a certain job or admission to an institution, has passed a course, can enter a certain class. But in fact testing and assessment overlap only partially: there are other ways of assessing students (an overview of assignments over a long period, for example, or the teacher's opinion, or self-evaluation) and there are certainly other reasons for testing.

Thus, testing is a necessary part of teaching, and may play a crucial role in the management of class. If well-designed, tests will fulfill a number of functions: they will show the students' progress, or knowledge (depending on the test type), and show certain gaps which will help the teacher modify the syllabus, tests are a great source of motivation for the students, they help them develop learning skills, and they are among most effective means of teaching the language.

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SOME WAYS OF OVERCOMING SHYNESS IN THE COURSE OF ENGLISH LEARNING

Valentina Pryanitska (*Kharkiv, Ukraine*)

Each teacher of English at least once in his/her life has faced the situation when learners are afraid of speaking up. Excessive shyness is a sign of insecurity, lack of confidence, an incorrect self-image and low self-esteem. Some bad experiences during childhood could have caused people to become timid and withdrawn. When you are uncomfortable among others, you can't talk, express your opinion and ask for favours. Timidity can destroy your ambitions, your success with relationships and your life. It can result in feeling unsure of yourself in the company of other people and English lessons are not exception as different students with different level of English knowledge participate in them.

One of the first steps to overcome your shyness is try to accept your shyness and be comfortable with it. The more you will resist it unconsciously or consciously, longer it will prevail. Secondly, find English courses according to your level of the English knowledge. There are simple ways to help to increase learners' self-esteem and build self-confidence during English lessons. Learners of English should:

1. Always do their homework. Being prepared means that you are responsible, diligent person and ready to fight your problems.
2. Take care of themselves and always have a good sleep. If they are tired they most likely won't take active part in activities suggested by your teacher.
3. Believe that their teacher is not a person who just wants to fill them with knowledge. He/she is interested in their work and their progress.
4. Surround themselves with people who make them feel good. It is not difficult to do it as beyond English lessons we can feel free to choose such people. On English lessons we can face different problems as we are not surrounded with students whom we like. So it is a challenge for a teacher of English to create such psychological atmosphere when all learners would like to participate in all activities.

An efficient teacher should create a friendly, open environment, one in which a shy student feels that it's not bad to make mistakes, that it's all right if this student doesn't have the perfect pronunciation. The important thing is to simply speak.

5. Find a person who is good at speaking English. Have a conversation in English and don't be afraid to make mistakes. Practice English every day. The more learners practice speaking, writing, reading and listening to English, the more confident they will feel.

The trouble with self-conscious individuals is that they think the other people are concerned about how they look and perform. Yes, there are judgmental people. But we should know that most of them are insecure and look for the weakness in others to validate their own worth. So if a teacher keeps it in mind, he/she wouldn't become bothered and find ways of solving these problems.

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PEDAGOGICAL CONDITIONS OF FORMING THE PROFESSIONAL IMAGE OF THE FUTURE TEACHER AT THE HIGHER EDUCATION INSTITUTION

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Key words: pedagogical conditions; image; teacher; personality; personal qualities; professional training.

The formation of the future teacher's personality, his/her professional image depends on many social and cultural factors that are interrelated, as well as on the person's own activity.

Creating a teacher's image is a long and complicated process where the formation of the future teacher's self-concept is of particular importance.

The self-concept is understood as a dynamic system of the person's ideas of himself which encompasses both his/her awareness of the physical, intellectual and other qualities, as well as self-esteem and own perception of external factors influencing the person [1].

In pedagogy, the image is seen as an emotionally colored stereotype of the teacher-educator's image which is formed in the mind of pupils, colleagues, parents, and in social environment. In the process of image formation, the real qualities of the teacher are combined with those attributed to the teacher by the environment. The theory and practice of the teacher's image research profoundly dwell on the issue of what qualities and characteristics the participants of the pedagogical process should have for self-assertion in society [4].

The structure of the teacher's image is multicomponent. Its main components include the following:

- inner self: the inner image of the teacher, which corresponds to the chosen profession and is manifested in his/her professional culture, thinking, emotionality, creative mood, attractiveness, elegance, dignity, etc.;
- the appearance of the teacher, which in a harmonious combination with the pedagogical artistry creates a positive image of the teacher, promotes a good impression, helps to prove himself/herself not only an attractive person, but also a wonderful teacher;
- use of verbal and non-verbal means of communication: gestures, facial expressions, pantomimes, intonation, tempo and rhythm of the teacher's speech should attract students' attention to him/her, arouse their confidence and encourage them into active interaction.

The combination of certain pedagogical conditions contributes to the formation of a professional image of the future HEI teacher.

Discussing the pedagogical conditions of forming the professional image of the teacher, we mean a set of initial prerequisites that ensure the effectiveness of the classroom and extra-curricular work on the improvement of personality traits and qualities which are indicators of this complex personality formation [3].

The effectiveness of the educational process of higher education is determined by the creation of such conditions that would allow each student to show the inherent activity, independence of cognitive discoveries, to feel the joy of cognitive activity and communication.

The difficulty is that it is necessary to organize the educational process taking into account not only the individuality of each student, but also the specifics of pedagogical work. It is not only necessary to combine the general and individual purpose of pedagogical influence, but also to consider the selection of content, methods and forms of work, which makes it possible to involve students in professional orientation situations that require every individual effort to obtain a result. The success of this work depends on the students' awareness of the unity of form and content of pedagogical influence and interaction, since the gap between the form and content of professional actions leads to serious pedagogical mistakes and miscalculations in pedagogical practice.

There are three groups of conditions that should be considered in the course of future teachers' professional training:

1) objective – social (external) conditions: characterized by the influence of the macro society, the whole society; this is the environment that surrounds future educators outside the educational institution; educational policy; legal framework regulating education and upbringing, etc.;

2) objective-subjective – socio-pedagogical conditions: the type of educational institution; social requirements for the content and level of teacher training; demands of the educational services market, etc .;

3) subjective – psychological and pedagogical (internal) conditions: self-awareness by the subject of professional training of the value essence of the pedagogical image; professors and students' awareness of the market demand in professionals [2].

From the psychological and pedagogical standpoint, we interpret pedagogical conditions as the circumstances on which the process of forming a positive professional image of the teacher depends. These conditions include:

clear definition and specification of tasks which are of the target, motivational, activity and reflective nature;

creation of a positive pedagogical atmosphere at the university aimed at forming a personality with well-developed moral qualities;

organization and implementation of a learning process based on a polycentric approach;

taking into account the mental potential of a particular person;

promoting personal identification with the teaching profession;

creation of models of own future, activation of "I – real" and "I – ideal";

awareness of the purpose of the image creation - harmonization of the phenomenon and essence of professional qualities;

preservation of specific features of the pedagogical role;

making attempts to bring the real image to the ideal one;

knowledge of manners and culture of behavior;

choosing your clothes following not only the profession requirements, but also age, complexion, activity;

understanding that external expressiveness is not enough: personal and business qualities, education, erudition, professionalism are the priorities.

Provided the uniqueness of the student's personality is recognized, the main task of a systematically planned classroom and extracurricular work is, first of all, to create conditions for the free development of the individual, manifestation and activation of his / her abilities by engaging into various types of activities during educational and extracurricular time, setting relations with the outside world, creating the right conditions for the freedom of decision-making.

The implementation of these conditions means making certain changes in the directions of the educational process at the higher education institution. First of all, it is necessary to create such pedagogical atmosphere that would contribute to the formation of a person

capable of assessing his/her own activity, independent development of a life position based on strong moral convictions.

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NEW WORDS of THE INTERNET-media

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It is common knowledge that the Internet is a powerful source of lexical innovations nowadays. In order to identify the most relevant, popular and widely used words of the Internet-media the action "Word of the Year" is annually held in different countries of the world.

In English-speaking countries various organizations independently participate in the selection of the new words of the year. The main criteria for choosing the Word of the Year are its ability to reflect the mood or concern of a passing year, popularity and social significance.

The Oxford English Dictionary, widely regarded as the accepted authority on the *English* language, is regularly updated with new words and announces the Word of the Year for the United Kingdom and the United States. The Oxford Word of the Year 2019 is *climate emergency* which is defined as 'a situation in which urgent action is required to reduce or halt climate change and avoid potentially irreversible environmental damage resulting from it'. The list of lexical innovations also includes phrases such as *climate action, climate crisis, climate denial, eco-anxiety, ecocide, extinction, global heating*, etc.

Global Language Monitor, a company that analyzes and tracks trends in language usage worldwide, began recording the Top Words of the Year in 2000 to document the history of the 21st century through English as a global language. It announced *woke* as the Top Word of the Year for 2019. The word describes 'an epiphany-like experience, where one is awakened to the call of social justice and the failures of the past'.

Global Language Monitor also released the Top Trending Words/Phrases of the Year for 2019 related to the call of social justice: *identity politics* (Tip O'Neill once famously opined that "all politics IS local"; nowadays it has been updated to "all politics IS Identity"); *they/them* (a variation of he/she); *fetal heartbeat* (the center of a movement in many states to prove fetal viability); *woke* (the great awokening, etc.); *MeToo* (the #MeToo movement continues to wend itself into global culture); *cisgender* (those identifying with their assigned

birth gender); ***cultural appropriation*** (one group, say white, female college students, adopting popular fashion styles of a minority group); ***intersectionality*** (the interconnected nature of social categorizations creating overlapping systems of discrimination); ***microaggression*** (comments, looks, and gestures that communicate prejudicial slights, often unintentional); ***white privilege*** (societal benefits accrued to whites, by benefit of their cultural heritage).

Collins Dictionary also announces the most popular words. ***Climate strike*** was named Collins' Word of the Year 2019. It means 'a form of protest that took off just over one year ago with the actions of Swedish schoolgirl Greta Thunberg and which has grown to become a worldwide movement'.

The rest of the words were as follows: ***bopo*** (a movement advocating the view that people should be proud of the appearance of their bodies, or any aspect of this, especially size); ***deepfake*** (a technique by which a digital image or video can be superimposed onto another, which maintains the appearance of an unedited image or video); ***double down*** (to reinforce one's commitment to a venture or idea in spite of opposition or risk); ***entryist*** (a person who joins an existing political party with the intention of changing its principles and policies); etc.

The most trusted American dictionary, Merriam-Webster, calls the Word of the Year as the one most commonly typed by users throughout the year to clarify its meaning. Merriam-Webster called the pronoun ***they*** as the Word of the Year 2019. In the view of the Editor-in-Chief of the Dictionary, this demonstrates the amazing fact that even a simple word, a personal pronoun, can rise to the top of the ranking (interest in the pronoun had grown after the words of pop star Sam Smith).

Digitalization became the Word of the Year 2019 in Ukraine according to Dictionary of Modern Ukrainian Language and Slang 'Myslovo' (Мислово). The word means 'changes in all spheres of public life related to the use of digital technologies'. The word *digitalization* is a simplified form of the more precise term *digital transformation* and is a manifestation of the global digital revolution.

Summarizing the above information we conclude that lexical innovations related to the Internet-media provide a vivid material for exploring their word-forming features.

BENEFITS OF INCORPORATING MOBILE APPLICATIONS INTO TEACHING AND LEARNING FOR FCE B2 EXAM

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The teaching culture is changing in the context of globalization, the rapid development of IT technologies and new mobile devices have greatly influenced the professional sphere of teaching English. Every year the market of educational applications suggests better and more efficient applications.

Mobile teaching as a new type of teaching technology is in the focus of researchers' attention [1-4]. Y.L. Jeng, T.T. Wu, Y.M. Huang, Q. Tan, S.J.H. Yang study learning strategies in the sphere of e-learning, paying special attention to mobile learning [1]. D. Kim, D. Rueckert, D.-J. Kim, and D. Seo consider the use of mobile applications in teaching English as an effective tool, though they mark the necessity to develop new methods of using them in teaching practice [2].

P. Sweeney and C. Moore note the problems of using mobile applications in teaching, caused by the knowledge gap between the applications developers and language teachers [3]. B. Zou and J. Li mark the students' disability to self-control as another barrier on the way of broad introduction of mobile learning [4]. Their study deals with reviewing an attempt to design an application for learning Academic English inside and outside the class, and analyze the students' motivation to perform mobile-learning tasks on apps, as well as their evaluation of the English for Academic Purposes applications. The results gained have demonstrated "that mobile learning can be adopted in English lessons and students' self-study. The app <…> offered extra support to students to practice English in and after class. Participating students expressed positive attitude towards mobile learning" [Ibid, p. 564].

Unlike their foreign colleagues, the Ukrainian EFL/ESP teachers are only at the beginning of introducing educational mobile applications as a new EFL/ESP teaching technology. The paper deals with incorporating mobile educational applications into classroom and self-study activities when teaching and learning for FCE B2 exam. It is based on a two-year project of using mobile applications at EFL classes with law students at Ivan Franko National University of Lviv.

Pedagogical, psychological, and methodical aspects of mobile teaching are discussed. The main statements are illustrated by the examples from the teaching practice of the presenter, besides, a set of check-up tests developed within the project are analyzed. The applications that have proved to be most efficient are reviewed. The presentation is aimed at EFL teachers of universities, secondary schools, and language courses.

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THE IMPROVEMENT OF STUDENTS' READING SKILLS WITH THE HELP OF INNOVATIVE TECHNOLOGIES.

Olga Radziievska (*Sloviansk, Ukraine*)

It is no secret that interest in the adoption of innovative technologies in the process of education has really spiked over the last few years. Let's examine the educational process in higher educational establishments. As an associate professor of foreign language department I try to introduce some innovations in the process of learning. It was proved that there are a lot of advantages of using computer technologies during the process of education. Firstly they are very useful for students' effectiveness increase when they study in their own. Secondly such technologies provide with the high level of interactive and enlarge the motivation of education.

My colleagues pay a lot of attention to reading during their seminars. And we try to supports our students' classroom reading with extra help from the internet.   Yet how many of us fill our reading lessons by asking our students to read short extracts and then analyze them profusely? Obviously there are many reading skills which can be developed in the classroom, such as skimming, scanning, and identifying grammar structures and vocabulary in context. However, working on these skills means that our students do not actually spend that much time actually reading. In order to fill this gap, therefore, it is always a good idea to try to motivate them to read more in their own time.

A great way to do this is to send them weekly links to between two and four online articles which support the contents of that day's or week's lessons. For example, if the second year students study the topic "Diseases and Health problems", I would send my students links to some articles connected with this theme - perhaps an article about promoting healthy lifestyles etc. These links could be sent via email or by using an online environment like *Blackboard,* or even *Facebook* as many of my students have *Facebook* accounts .

Here are some ideas for using online articles in order to support classwork. Students are sent links to the texts and are simply asked to read them. They are told that if they read them, this will support their classwork. However, they are not obliged to do this. So it is up to the teacher to impart a positive attitude about the activity of reading. Many students need to be introduced to the idea that through reading there lies an entire world of new ideas, fantasy and wonderment. Even though the materials for reading may relate to topics according the syllabus, the teacher can play a pivotal role by showing students how the topics in textbooks are carried over into real world outside of the classroom. By providing additional materials for reading such as the internet, the teacher can help make academic subjects come alive.

The texts taken from the internet can be used as the basis for classroom discussion. For example, the students receive links to two texts (e.g. 500-800 words each according the syllabus for second year students): one putting the case for keeping fit and one more skeptical about health problems among teenagers nowadays. They are asked to read the articles and

come to the next lesson prepared to discuss their responses. Alternatively, the students could read hard-copy versions of the texts in the classroom and then, in groups, orally summarize what they have read. One student from each group could then present the main points of their article to the rest of the class.

I would like to pay your attention to the recording new vocabulary items from the other side. A vital aspect of learning new vocabulary is how your students actually record it, and it's very important to show them different ways of doing this. Some learners prefer keeping vocabulary notebooks, others like making lists, still others like cards, charts, diagrams or mindmaps. Some learners may want a translation, and/or an example sentence.

There are also online learning tools that some learners may like, such as *Quizlet, Flashcard Machine* or *Cramberry* – these create and store sets of flashcards for memorizing and self-testing vocabulary items. If you google "online flashcards", you'll quickly find these or other similar websites.

The key is to connect what you do in the classroom with that you do for homework. It is also vital to build up a structure that the students can use.

Some useful websites which are helpful for students during their homework.
www.wordle.net
To get a "wordle" or "word cloud" (a decorative way of displaying a text, which gives more prominence to words which occur most frequency within it), copy and paste a piece of a text into the box and click on "Go". You can customize the front, colors, layout, etc of the wordle when you have created it. Use the resulting wordle for the following activities:

1. The students predict the main words from a text before they read read it. Then you wordle it, and they compare their key words with the wordle. Then they read the text.
2. The students predict the content of a text, based on the size of the words in a wordle.
3. The students pick out five words from a wordle and try to connect them to one story/topic etc.

www.wordcount.org/main.php
The WordCount website ranks the 86 800 English words in order of frequency of use. Each word is scaled to reflect its frequency relative to the words that precede and follow it, giving what the site owners call a "visual *barometer of relevance"*. The larger the size of the front, the more frequent the word is. The smaller the front, the more uncommon it is.

www.googlebattle.com

Type in two words and see which has more Google hits. You can ask the students to choose two words – two similar words, for example, and predict which will win the Google Battle.

http://savethewords.org

This is very interesting site purely for your pleasure – thousands of rare words that ask to be chosen and adopted.

APPROACHES IN DISCOURSE RESEARCH

Anna Reshytko *(Sumy, Ukraine)*

At the present stage of linguistics development, there are many approaches in discourse analysis and allocation of various types. However, all the various points of view have something in common – they all consider human behavior as speech activity [2: 288].

The modern scientists are significantly enriched publications on the theory of discourse and the study of its separate aspects. The researchers elected different approaches – historical, philosophical, logical, psychological, sociological, cognitive, semiotic, cultural, linguistic, sometimes combining some of them. This gives grounds to speak about occurrence of independent lines of research – theory of discourse, which is a complex and heterogeneous discipline that has emerged at the intersection of linguistics, sociology of knowledge, cognitive anthropology and modern critical studies of culture [1: 11]

The discourse should be explored in a pragmatic-situational, mental and other contexts. Pragmatic-situational aspect of this study is to clarify the coherence of the discourse, its communicative adequacy, the mental aspect involves the study of the influence of ethnographic, socio-cultural and psychological conditions for generating strategies and understanding of the discourses in the "live broadcasting" [2:87]

At the present stage of linguistics development there is no consensus what discourse is considered to be. So, W. Palak notes that discourse is "a unit of a higher level than the text ... the product of speech" [1: 244]. If V. M. Morokhovsky defines discourse as "a sequence of interrelated statements" [2: 5], V. A. Svega understands discourse as "two or more sentences that are connected in the process of communication" [3: 170]. It is also the definition given by V. Koch. His theory that discourse is any text (or part of the text), which has characteristics the same as specific motif" [2: 163]. There are other definitions of discourse. Discourse is the text, but one which consists of communicative units of language – sentences and their associations in a larger unity, which is in continuous communication of meaning, which allows to perceive it as a single entity. V. G. Borbotko emphasizes the fact that the text as linguistic material is not always a coherent speech, i.e. discourse. Text is more general concept than discourse. Discourse is always a text, but not every text is a discourse [1: 81].

Today, the language functioning is considered as a kind of cognitive activity, and cognitive mechanisms and structures of human consciousness are explored through linguistic phenomena. The change of scientific paradigm made it necessary to analyze linguistic phenomena not only in communication but also in the cognitive aspect. Therefore, the main task of linguistic discourse analysis are: description and explanation of the internal cognitive structure and the dynamics of speaker and listener; a study of the communicative and cognitive universals, the description of language as a process of reproduction of the socially, culturally, and linguistically meaningful to the typical mental models that reflect universal and special.

The development of the cognitive approach to the phenomena of language is contributed to the consideration of linguistic forms as derivatives of conceptualization of the world of

human consciousness, and their values – how certain structures of knowledge, concepts, embodied linguistic signs. That is why the study of discourse acquires new perspectives and is inevitably in the field of view of scientists, because they are valuable material for studying the problems of conceptualization, categorization, the development and functioning of language consciousness.

A cognitive approach to the study of discourse is punctuated with ethnic and linguoculturology approaches, which is aimed to identify the discourse ethnospecific and cultural features of a particular national broadcasting, manifestations of a special national mentality, world view and picture of the world. Linguoculturological approach to the study of discourse allows to identify, to explore and to describe those elements that determine national characteristics. Sociological approach implies the study of discourse in terms of the perception of its individual layers of society. Discourse is not purely linguistic structure and sociolinguistic. It needs to conform to the norms of the speech situation, communicative situation and the social situation. Discourse is a verbal reality, which has social coordinates. [3: 99].

Discourse analysis as method, principle and self-discipline, open to other branches of knowledge. Each approach undoubtedly contributes to the comprehensive analysis, description and comprehension of the sociolinguistic phenomenon of discourse, which is increasingly becoming interdisciplinary and becoming the subject of the newest theoretical directions and scientific disciplines - discourse theory and discourse analysis.

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EXPRESSIVE READING IN TEFL PRACTICE

Tetiana Riabukha, Nataliia Hostishcheva (*Melitopol, Ukraine*)

Graduates of pedagogical universities are future foreign language teachers and the ability to expressively speak and read aloud is professionally significant for them. The concept of "expressive speech" is multifaceted as it involves word choice and choice of syntactic construction (unusual but allowed by the norms of the literary language), composition of the text and intonational expressiveness. The sound units of the language are inseparable from its lexical-grammatical and stylistic units.

The development of intonational expressiveness is often ignored by foreign language teachers. It is believed that students themselves will gain expressiveness of speech or transfer it from their native language to the foreign one. This assumption is not valid. The main components of intonation (melody, sentence stress, tempo, voice timbre, pauses) are different in different languages; their variability and combinatorial nature are specific to each language. Therefore, the transfer of intonation skills from a native language to a foreign one leads to a distortion of semantic content and expressive shades. Therefore, the intonational expressiveness of speech should be purposefully taught.

One of the most effective tools in mastering the intonation features of the language, to which the untrained ear of students is deaf, is expressive reading.

There are different definitions of "expressive reading". Some scholars claim that expressive reading is nothing more than reading aloud with correct pronunciation and logical intonation [3, 80]. Others believe that it is ability to draw an emotional response of the audience to the content of the text [1, 65].

In our opinion, expressive reading is an active process of meaningful reading in which the readers, relying on the most frequent and common intonation patterns of the language they study, transmit their individual perception and understanding of the text with the help of voice [2].

One of the most important conditions for successful learning of foreign languages is the adequacy of the materials used to develop speech skills. At the initial stage of teaching expressive reading, we suggest using excerpts from the original texts of narrative fiction, gradually making the transition to multi-genre texts of fiction. In such texts, you can always find passages that reflect the material of educational topics and are exemplary in their compositional structure and style of language.

All language universities have a course of Practical Phonetics, the main purpose of which is formation and development of pronunciation skills. Therefore, we consider it most appropriate to develop expressive reading skills at Practical Phonetics lessons and organize this process in the following sequence: (1) "immersion" in the text; (2) familiarization with the content of the text; (3) familiarization with the audio of the text; (4) logical-intonational analysis of the text; (5) expressive reading of the text.

This sequence allows, in our opinion, to rationally regulate the process of working with the text and master expressive reading. At each of these stages, it is assumed that certain initial skills are formed, which are the basis for the formation of the main skill – expressive reading of the text.

As the analysis skills are mastered, some stages of the work can be omitted. For example, only those parts of the text that are most important, difficult and require special approaches to convey content are subjected to semantic and logical-intonational analysis. Or, familiarization with the audio of the text may be quite optional at an advanced stage of learning.

Thus, forming and developing skills of expressive reading require certain educational material (texts), an adequate system of exercises and regular training. It is worth doing as expressive reading of prose and memorization of prose texts will undoubtedly positively

affect the general speech culture of students, enrich their vocabulary and phraseology, and make their speech more accurate and expressive.

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GRAPHIC ORGANIZERS AS A POWERFUL TECHNIQUE TO ENHANCE EFL STUDENTS' VOCABULARY SKILLS

Olena Rybachuk *(Mykolayiv, Ukraine)*

The abstract deals with teaching techniques providing success in students' learning English vocabulary. One of the challenges, while learning a foreign language, is memorizing the vocabulary. Teachers are constantly searching for effective methods, techniques, tools to teach students vocabulary, help them to become fluent in a foreign language.

Scott Thornbury stated, "Vocabulary cannot be taught, it can be presented, explained, included in all manner of associations…". One of the effective ways and tools to help students learn vocabulary, contributing to enhancing the vocabulary skills, is mind mapping technique. It means using graphic organizers in learning and improving vocabulary. It is not a traditional way of vocabulary teaching and learning strategy. Thus, the use of mind maps to facilitate students' English language knowledge acquisition, vocabulary in particular, is the aim of the abstract .

Mind maps were originated in the late 1960s by Tony Buzan and they are widely used nowadays by millions of people, teachers in particular, around the world whenever they wish to use their minds effectively and creatively.

According to Hall, graphic organizers are visual representations or visual displays that show the connection of facts in pictures.

A mind map is a visual representation of hierarchical information that includes the central topic, idea surrounded by connected branches of associated topics, ideas, sub-branches of the same topic. It is a powerful graphic technique which provides a universal key to unlock the potential of the person's brain. It is a tool to stimulate both the left and the right brain in thinking for individuals and groups. It helps students to focus on what is important. It also

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improves memory. A mind map involves in work the full range of cortical skills – word, image, number, logic, rhythm, colour, and spatial awareness – in a single, powerful manner. It gives a person an opportunity and freedom to roam the infinite expanses of the brain. It can be applied to every aspect of life where an improved learning and clearer thinking will enhance human performance.

A teacher can use mind mapping in class to present or revise the vocabulary on the topic under discussion. A mind map is a kind of friendly diagram that helps a student to think, imagine, remember and revise things. The tool provides a practical approach dealing with lots of new words, as it is possible to easily create themed collections, and add new words to them wherever they thematically fit. Their radiant structure brilliantly reflects the networks connecting individual ideas with each other in our brain. Just like the brain stores information by connecting tree-like branches, learning is most effective when connections are made and structured. Mind maps reflect this. They appeal to different learning styles such as visual, kinesthetic, and encourage students to think about connections in the learning content.

What do you need to create a mind map?
1. Blank paper, the board.
2. Coloured pens and pencils, highlighters.
3. Your brain.
4. Your imagination, creativity.

In order to make a mind map it is important to know the technique. The following general steps to make a mind map are presented:

- Start in the centre of a blank page turned sideways. It gives your brain freedom to spread out in all directions and to express ideas more freely. A teacher writes the main topic in the centre.
- Use an image or picture for the central idea as the image is worth a thousand words and helps you to use your imagination. A central image helps you to concentrate, gives your brain more of a buzz.
- Use colours throughout. Colour adds life to the map, energy to creative individual's thinking and is fun.
- Connect your main branches to the central image. Draw sub-branches and connect them to the main branches. The sub-branches are necessary for highlighting ideas connected to the main branch. You connect branches because brain works by association. It likes to link two or three things together. By connecting branches you will understand and remember a lot more easily.
- Don't make your branches straight-lined. Let them be curved because straight lines are boring to our brain.
- Use one key word in a line, because single key words give your mind map more power and flexibility. And you can add synonyms, collocations.
- Use images throughout, as each image, like the central one, is also worth a thousand words.

After completion of the mind map it is necessary to sum up the work, which may encourage students to think about why the clustered particular ideas together as well as how

the map has clarified their thinking. Mind mapping gives advantages for both a teacher and students. A teacher can draw a map involving students in work as it is a mutual process. Regular practice is necessary for mastering mind mapping techniques. Once students have learnt how to do it, they can apply it in their own learning process, creating their own mind maps for learning vocabulary and organize their thoughts and ideas before writing procedures, preparing presentations, and writing reports. Eventually, students gain more confidence in mastering the vocabulary. Besides, teaching and learning by mind mapping is fun and it motivates students to learn and use words regularly.

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THE ROLE OF GAME ACTIVITIES DURING THE TEACHING OF ENGLISH LANGUAGE

Marina Ryzhenko, Stanislava Prykhodko *(Kharkiv, Ukraine)*

Recently, in the context of Ukraine's integration into the world community, problem of quality of education have been sharply noted, and the search for reliable means, methods and technologies for evaluating its results, in line with international standards, is continuing. In today's world, knowledge of foreign languages is an indispensable prerequisite for career success and a condition for an interesting and fulfilling life. At the same time, there is a growing need for qualified foreign language teachers. With experience, most teachers understand that restricting themselves to one method or working with the same material is not very effective. The urgency of this problem is caused by a number of factors. Firstly, the intensification of the learning process sets the task of finding support tools for students of interest in the material and activating their activities throughout the class. Learning games are an effective way to accomplish this. Secondly, one of the most important problems of teaching a foreign language is the teaching of oral language, which creates the conditions for the disclosure of the communicative function of the language, which allows you to bring the learning process closer to the real language, which increases the motivation to learn a foreign language. Game activity is a leading bridge in the teaching of a foreign language and contributes to the formation of positive qualities of the individual, the active life position of the student in the team and society. It has been found that communicative games, which

usually use techniques of communicative technique, are highly effective in teaching a foreign language. Participants in such games solve communicative and cognitive tasks in a foreign language. In a methodical sense, communicative play is a learning task that covers linguistic, communicative and activity components. So, the communicative task causes the exchange of information between the participants of the game in the process of joint speech activity. Thus, communicative play is introduced into the educational process as a creative educational task in order to create real conditions for the students' thinking activity. This contributes to the formation and development of their intellectual and communicative skills, and hence a basis for the realization of students' personal potential. Actually, role playing and business games actively engage students in the communication process, creating an atmosphere close to the outside world. This makes it possible to use vocabulary, the use of which would otherwise be artificial. Students perceive it as a gaming activity, in which they try on different roles in different situations. At the same time, the educational nature of role-playing games is often not realized by them. Instead, the teacher consciously views role-playing as a form of communication training, so for him the purpose of the game is primarily to develop students` language skills. Consequently, role-playing games make it possible to program the content of the utterance, based on the psychological and social specificity of the given role. It is worth noting that business play as a methodical technique is multifunctional, because, first of all, it nurtures the ability to think and make decisions independently; secondly, it enriches linguistic and national knowledge; third, train and consolidate professional knowledge; fourth, it generates speech, intercultural and communicative competence. It is important to note, that business game as one of the varieties of role-playing should represent an imitation of the situation of professionally-oriented communication of students in one of the spheres of their future professional activity, which is realized by means of a foreign language.

With regard to the parameters of play activity, as practice shows, they should rely on the didactic potential of play; language skills; the national base of the game; communicative orientation; social form, rules of conduct and a set of didactic tools (in particular, work sets of materials, reference books). Therefore, active use of game methods is designed to stimulate students' interest in communicative development, which contributes to the formation of sustainable motivation.

Scott Thornbury stated, "Vocabulary cannot be taught, it can be presented, explained, included in all manner of associations…". One of the effective ways and tools to help students learn vocabulary, contributing to enhancing the vocabulary skills, is mind mapping technique. It means using graphic organizers in learning and improving vocabulary. It is not a traditional way of vocabulary teaching and learning strategy. Thus, the use of mind maps to facilitate students' English language knowledge acquisition , vocabulary in particular, is the aim of the abstract .

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INVERSION AS ONE OF THE MEANS
OF EMPHATIC EXPRESSIVENESS.

Svitlana Ryzhkova (*Sloviansk, Ukraine*)

Any language has in the stock some vocabulary and grammatical means to which the role of amplification, i.e. emphases, is assigned. In the process of working on the text you often encounter difficulties in translating emphatic constructions, most of which can be overcome by knowing the peculiarities of these linguistic phenomena.

There is a great variety of emphatic constructions in English. However, when translating them from English into Ukrainian, it is important not only and not so much to know all the possible variants of the expression of emphase, but also to be able to use the principles of translation of such structures.The ability to see and understand the emotional color of expression in English, to use both lexical and grammatical expressive means according to the norms of the Ukrainian language - these are the necessary conditions for the adequate translation of emphatic constructions in texts of any stylistic orientation.

Inversion is a lexical grammatical means of expressing emphase when one or more elements of expression are distinguished by inversion. When translating into Ukrainian the

language of inverted emphatic sentences, you can use either lexical means (word-amplifiers) or syntax (change in sentence structure), depending on the context.

Up goes unemployment, up go prices, and down the income. – Безробіття різко збільшилася, ціни підскочили, а ось дохід катастрофічно впав.

In this case, the inversion performs a double function - it highlights the phenomena described and shows their rapid nature. In order to maintain the same degree of expressiveness, the translation had to resort to lexical means, namely: to introduce additional words (sharply, catastrophically) and to translate the inverted verb of general meaning with the post-positive (go up) colloquial, and therefore more expressive verb «jumped». The translation had to resort to lexical means of inversion transmission, precisely because of the varying degree of its expressiveness in English and Ukrainian. This is directly due to the fact that in the Ukrainian language any member of the sentence, due to the free order of words, can take both thematic and rheumatic positions.

Emphatic inversion is often used in complex sentences with juxtaposed semantics:

1) in the admissible emphatic sentences in the first place is the nominal part of the adverb, expressed by the adjective or participles with the subsequent conjunctions *as, though* or with *however.*

2) complex adverbial sentences, expressing an extra nuance of possibility, begin with a pronoun or adverb in combination with *ever.* They can be used with or without *may (might)* . When translating this verb is usually omitted.

The stylistic meaning of inversion is manifested by the fact that, with the violation of the traditional word order, additional semantic shades are created, as well as an intensification or weakening of the semantic load of the selected member of the sentence.

We can observe an interesting example of inversion as a stylistic device in the following case:

"Well might the terrified weasels dive under the tables and spring madly up at the windows! Well might the ferrets rush wildly for the fireplace and get hopelessly jammed in the chimney! Well might tables and chairs be upset, and glass and china be sent crashing on the floor, in the panic of that terrible moment when the four Heroes strode wrathfully into the room!" There is a combination of inversion and parallel designs. Part of the predicate *might* is inverted, as well as the attribute *well* with respect to the subject *the weasels, the ferrets, tables and chairs and* the predicate *dive, rush, be.* This use of stylistic techniques mutually reinforces them and allows you to give ongoing events increased emotionality. Specifically, in this case, expressiveness helps the author convey the swiftness of the actions of the four main characters and emphasize their enthusiastic emotional state during the storming of the home of one of the characters. In this example, inversion as a stylistic device also gives an ironic connotation to this episode, because it enhances the deliberate glorification of the actions of the main characters, although in fact it is far from heroic prowess, which the author intensifies using inversion and parallel constructions. Thus, the stylistic potential laid down by the author in the inversion provides a significant increase in the effect of the pragmatic influence of the text on the reader.

Regardless of the author's intention, inversion is a stylistic means of emotional influence on the reader, which has significant potential as a means of enhancing the pragmatic effect of the text.

HOW TO TEACH POLITICALLY CORRECT LANGUAGE

Iryna Salata *(Kryvyi Rih, Ukraine)*

As it is known, in the basis of phenomenon of behavioural and linguistic political correctness there is an idea, which appeared in the USA at the beginning of 1980s, that democracy is not only the power of majority and the respect of minorities' rights but also the philosophy of individualism and respect of any personality [3].

At first, Africans, citizens of the USA, were indignant at «racism» of the English language and, to their mind, negative connotations of the word *black*. They demanded to replace all language units which insulted black Americans' feelings referred to their racial ethnicity by neutral euphemisms so now we can trace the multi-step dynamics of recent changes – *Negro = coloured = black = African American = Afro-American.*

Nowadays a politically correct language according to J. F. Gardner embraces not only racist but also culturalist, nationalist, regionalist, ageist, lookist, ableist, sizeist, intellectualist, socioeconomicist, ethnocentrist, or other type of bias as yet unnamed [1, p.4].

Such politically correct words as *Asian* or even more specific *Pacific Islanders*, *Chinese American* or *Korean American* replaced a previously-used *Oriental*. Instead of the word *Indians* when speaking about the native people of the North America the word combination Native *Americans* is being used now.

Such terms as *elderly, aged, old* were changed into *older person, senior citizens* or *seniors*. To name people with illnesses and disabilities words like *challenged, differently abled, special* are used in contemporary English, for example, a blind person is *visually challenged*, deaf people are *people with hearing impairments.*

To avoid property discrimination phrases *economically exploited* or *differently advantaged* were coined instead of *poor*.

For adding more complementary status to not very prestigious jobs the whole list of politically correct substitutes was proposed. Among the words from this list we can find *a customer engineer* instead of *a salesperson, an automobile engineer* instead of *a mechanic, a janitor* now is *a building services attendant.*

One more great bulk of words naming occupations underwent big changes. Feminitives being integrated into all spheres of communication as the main means of fight with androcentrism were put in the forefront of modernization of the English language by means of politically correct words.

In 1999 UNESCO issued Guidelines on Gender-Neutral Language which call to change the part of the word *-man* in compounds on gender-neutral – *person* (pl. – *people*) or any other alternative gender-neutral variants: *barman – bar tender – bar tenders,* instead of *spokesman* to use *spokesperson* – (pl. – *spokespeople*). Moreover, a word *man* in the reference to any person is recommended to change on *human being.*

It was recommended to use gender-neutral words instead of words with suffixes of feminine gender: *poetess – poet, steward/stewardess – flight attendant*, pl. *cabin crew*; to

avoid gender markers like *woman doctor – doctor* or to use them only if it is necessary in a concrete context [2].

There is no doubt that politically correct language like any sociocultural and linguistic phenomenon has its strong and weak sides.

Our strong believe that students should be familiar with all changes mentioned above. In the courses of practical English and intercultural communication they are proposed to do various tasks on learning politically correct language, to fulfill assignments on further investigation of this phenomenon, to have their own dictionaries of the latest language changes using different Internet sources.

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DISTANT LEARNING AS AN ALTERNATIVE WAY OF MODERN EDUCATION

Anna Savchenko *(Odesa, Ukraine)*

Distant learning is a way of education that uses different Internet-based technologies to deliver course information to students who are physically separated from the teacher. In this type of education, students work from remote locations and communicate with teachers and other students via email, electronic forums, blogs, and videoconferencing.

Types of Distance Learning Courses

All types of distance learning are either synchronous or asynchronous. Synchronous means "at the same time", therefore, distance learning courses are synchronous when they involve live communication either online through a website or teleconferencing. Asynchronous distance leaning courses, on the other hand, allow students to work at their own pace as long as they are able to complete and submit course assignments on time. Synchronous form of distance learning is most popular because it creates greater amount of interaction between students and teachers. The following are the main type of distance learning courses.

1. *Open Schedule Online Course*
2. *Hybrid Distance Learning Course*
3. *Computer Based Distance Course*
4. *Fixed Time Online Courses*

Benefits of Distance Learning Courses

There are many benefits of distance learning courses for students, schools and universities. These courses give students an opportunity to learn at any time from any location. Course material is always available and accessible for the students online. Distance learning courses allow students to take courses that are not taught near their place of living. Students also benefit from developing their technical skills while taking distance learning classes as these types of courses require heavy use of a computer, course website and online resources.

When learning English language via distance learning courses students use new ways of learning because such courses rely on various multimedia techniques that include video, audio, interactive grammar exercises, chat boards, blogs, web-cameras and much more. These types of multimedia increase students' ability to remember and retain material as well as correct mistakes before they turn into habits. Furthermore, these multimedia tools help students with different aspects of language learning that include reading, writing, listening and speaking.

Unlike traditional courses, distance learning language courses allow students to repeat lessons as many times as necessary and help students to stay engaged throughout the learning process. Students can also learn at their own pace in a comfortable for them environment.

There are also advantages of distance learning courses for schools and universities. Schools and universities can use distance-learning courses to attract more students and offer more diverse course subjects. These types of courses have lower costs and allow a greater number of students to take the course as compared to a traditional course that has class size restrictions.

Teacher Strategies to Design a Successful Distance Learning Course

Designing a quality distance learning course requires effective planning and attention to detail. Below is a list of some of the important things a teacher needs to do to create an effective distance learning course.

1. *Create course website*

The easiest way to create a free website is to use Google sites (instruction how to do it are posted here https://support.google.com/sites/answer/153197?hl=en)..

2. *Prepare a syllabus and course material*

Teachers can use a syllabus where they describe weekly activities and assignments students are expected to do.

3. *Prepare course activities*

Examples of learning activities a teacher can use in a distance learning language course include: (1) discussions, where students discuss a topic with other students online, (2) blog posts, where students write a blog about a particular topic, (3) essays and critiques, where students write essays and provide essay critiques on others students' writing, (4) research

projects that involve searching the Internet to find information on a topic and then use this information to prepare a report, etc.

4. *Choose chat time and set discussion topic for each week*

Students can be required to log into the course website at a specific time every week to discuss a topic with other students. In a language learning course this is particularly useful as students learn how to formulate their thoughts and communicate them in writing. Another alternative is to have a skype chat, where students are required to discuss class materials with each other using video option. The two forms of participation can be combined in one course.

5. *Moderate and facilitate student interaction*

Throughout the course, the teacher in addition to providing course materials such as lectures, exercises, activities and videos, also has to facilitate online discussion and ensure that all students participate in the required online communication and discussions.

6. *Create a learning community*

A learning community is a group of individuals who together engage in purposeful critical discussion and learning. As shown on the diagram below, learning community is created by a combination of three main elements such as (1) social presence, (2) cognitive presence, and (3) teaching presence. These three elements will create an effective educational experience for the students.

Learning Community
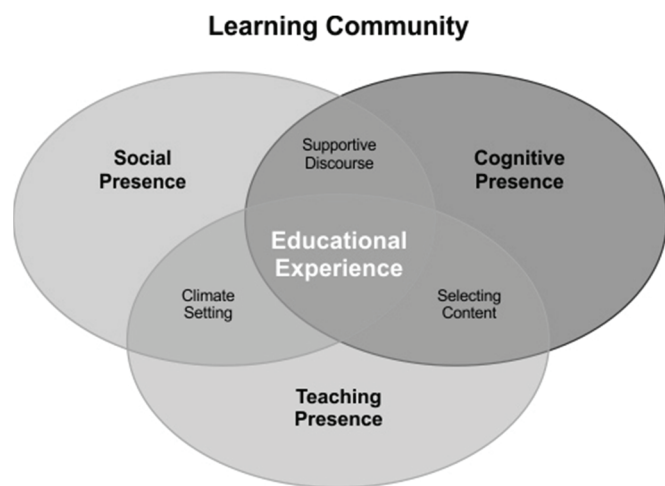
While the idea of distance learning is innovative in Ukraine, this form of education has gained great popularity in the rest of the world. Distance learning broadens access to education and provides greater learning opportunities to students independent of their location, making it possible for anyone with a computer and access to the Internet to enroll in a course.

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UKRAINIAN PRIVATE SCHOOL

Olha Semenova *(Kryvyi Rih, Ukraine)*

In today's conditions the state is unable to implement all the necessary changes, therefore, active people take part in the development of education and one of the ways of school modernization is to enhance the prospects for the development of private educational institutions.

Modern private schools are usually called those institutions that operate outside the public budgets and of organizations, societies, and patrons. The status of the institution, the school receives through the licensing procedure under the legislation. It should be said that the emergence of private schools is the highly anticipated phenomenon in the process of development of education.

The first private schools on the territory of our state appeared in 1991 and until 1998, the state supported their formation by means acceptable to contemporary educational practice, namely the budget funding for the implementation of the state standards of General secondary education (per student), however, the financial crisis of 1998 became the basis for limiting the enabling environment for private schools.

The concept of any school, regardless of its type, focuses on the basic principles of education, and puts certain tasks. How to work with private schools, and how do they differ from state schools?

Thus, the main goals and objectives of private schools are:
- children get secondary education at a level not below the state standards;
- formation of students as citizens of Ukraine, the formation of citizenship and national consciousness;
- developing the abilities and talents of children, their interests and aptitudes in the result of the introduction of advanced educational technologies in the educational process, the implementation of differentiated and individual approaches;
- creation of conditions for comprehensive development of the child in out-of-school time;
- creation of comfortable conditions for learning, upbringing and development of a child [1, p.168].

There are several views on up-bringing style: some teachers prefer education in simplicity, restraint and rigor, while others are supporters of democratic methods.

They often talk about the reasons why children are forced to leave regular schools and go to private ones: overcrowded classrooms, student populations, no individual approach and many others. The number of children in classes is often no more than 10-15 children, therefore, the conditions allow you to implement individual approach to every student, to provide the necessary amount of time in the classroom, help in better getting of material.

Private schools usually have facilities available, separate buildings for certain classes, a gym and a swimming pool, all classrooms and a dining room or restroom can be well-equipped and organized to suit all requirements. Such establishments operate open studios and mugs, produce various print and online publications and newspapers, hold competitions, interesting research projects and other activities . In addition, private schools provide more perspectives on the choice of programs and tutorials, they allow to organize classes in the form of projects, including elements of interactivity. It should be noted that activities outside the classroom are of great importance in the education of a young person, helps child feel responsible, take on responsibilities, learns to identify human qualities.

But the main characteristic of a good school is the presence of a competent teacher, and his human qualities and moral principles must be of a high standard. Teacher is a person, who is indirectly responsible for the future of each student: thanks to the teacher, the outlook is formed, certain thoughts are absorbed, values are imparted. If this person behaves properly, then children are motivated to learn, there is a desire to show themselves and show creativity, and this is how it works not only now and not only in Ukraine.

A teacher should also keep in mind that he must always support students trying to understand their feelings. This person should be forceful and stand up for his students. Because of this, a positive, family-like atmosphere is usually created at schools: children know each other well, find it easier to consult a teacher or even arrange a meeting with headmaster. And then the type represented by the school (public or private) is of no importance. The main role is played by the personality of a teacher, who, in fact, is able to solve problems at all levels of communication: approaches to learning, innovative methods, interaction between a student and a teacher, creating a favorable social climate in the classroom and regulating children's relations, etc.

It should be noted that private educational institutions do not guarantee the absolute elimination of the problems outlined, but they are now not so vivid and widespread. Prospects for further solution of urgent problems of education are fully correlated with the socio-political state of our country and require immediate intervention, because school provides the formation of personality, as well as provides basic and complete secondary education, prepares for independent life, conscious choice of profession and continuing education in colleges and higher educational institutions.

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ABOUT THE EXPERIENCE OF USING PODCASTS IN FOREIGN LANGUAGE EDUCATION AT A TECHNICAL UNIVERSITY

Marina Shcherbina *(Kamyanske, Ukraine)*

Information and communication technologies are one of the main ways of developing students' cognitive activity in the process of teaching a foreign language, the use of which contributes to active participation in educational activities, and provides offline access to a huge amount of resources. In the development of the information society, one of the most effective means of optimization the process of teaching foreign languages are podcasts, the use of which in teaching testifies, first of all, about modernization of contemporary education. However, it should be noted that the use of podcasts in the process of teaching a foreign language at a university should be methodologically justified, otherwise with a unclear organization work, it can be entertaining. Therefore, it is important to determine the main didactic-methodological features of this technology usage in teaching a foreign language at a technical university.

A podcast is an audio or video file distributed on the Internet for listening on a personal computer or mobile devices. Podcasts are becoming an increasingly popular technology of audio and video information transmission on the Web. In general, podcasts have a certain theme and frequency of publication, are available at any time convenient for the user, are absolutely free and easy to application.

Using information resources of the Internet, to be exact, podcasts, you can integrate them into the learning process, by this means more effectively solve a number of didactic tasks in class. How it is known that at present, the main role in teaching a foreign language give away authenticity and autonomy. Regarding authenticity, in the Internet you can find podcasts recorded by native speakers. Autonomy is that the podcast gives students the ability to act in accordance with their level of training and speed of learning.

Classroom podcasting technology supports expansion and enrichment of the lexical dictionary, the formation and improving grammar skills, developing speaking skills and writing, acquaintance with cultural knowledge, including speech etiquette, features of speech behavior of different peoples in the conditions of communication, culture features, and traditions of the language studied countries. So the podcast is a platform based on which it is possible to teach speaking: from isolating conversational speech to organizing a discussion on a podcast topic.

Nevertheless, the most obvious task of using podcasts in an educational goal is to develop listening skills - the formation of auditory skills of understanding foreign language speech by ear, formation and the improvement of auditory and pronunciation skills. The student is not studying only perceive the speech of native speakers, but also reproduce intonation drawing of foreign language speech and distinguish between different accents. The subject matter, the volume of podcasts is extremely diverse, so they can be used at different levels of language learning.

Podcast technology coincides with technology work on audio text and has a clear sequence in the actions of the teacher and students when working with phonetic, lexical and grammar material and skills of understanding foreign language speech by ear. They have to separate the main thing from the secondary, to determine the subject of the message, to divide the text into semantic pieces, establish logical connections, highlight the main idea, perceive messages at a certain pace, a certain duration, to the end without gaps. From learned lexical and grammatical material podcasts are selected. Depending on the complexity of the text you are listening to, you can ask questions the content of the material presented by ear, give detailed answers, using new unfamiliar vocabulary and famous words and phrases. Then, relying on questions, listening to the text at the normal speed of the second time, express its contents in a foreign language.

Today there are a huge number of sites, offering podcasts for teaching a foreign language. In general we believe that, representing a new technology for the field of foreign language study at the university, podcasts are endowed with a number of advantages that able to make the learning process more interesting and effective and, in ultimately, to enhance the new quality of foreign language vocational training.

PROJECT – BASED LEARNING AS AN INTEGRAL PART OF THE SCHOOLS` EVERYDAY LIFE

Inessa Shcherbyna *(Dnipro, Ukraine)*

The old-school model of passively learning facts and reciting them out of context is no longer sufficient to prepare students to survive in today's world. That is why PBL should become an integral part of the school`s everyday life. Solving highly complex problems requires that students have both fundamental skills (reading, writing, and math) and 21st century skills.

These 21st century skills include:
- personal and social responsibility;
- planning, critical thinking, reasoning and creativity;
- strong communication skills, both for interpersonal and presentation needs;
- cross-cultural understanding;
- visualizing and decision making;
- knowing how and when to use technology and choosing the most appropriate tool for the task.

By bringing real-life context and technology to the curriculum through a PBL approach, students are encouraged to become independent workers, critical thinkers, and lifelong learners. Teachers can communicate with administrators, exchange ideas with other teachers

and subject-area experts, and communicate with parents, all the while breaking down invisible barriers such as isolation of the classroom, fear of embarking on an unfamiliar process, and lack of assurances of success.

PBL is not just a way of learning; it is a way of working together.

Project-based learning has proven to be one of the most effective ways to engage students and provide a practical application for what they are learning. PBL not only provides opportunities for students to collaborate or drive their own learning, but what is more importantly, it provides students with an opportunity to create authentic projects which are personal and meaningful to them. Students have the chance to pursue their own interests and as a result, opportunities for learning for students and teachers are tremendous.

Dnipro Secondary School #54 has already been involved in a number of international projects specifically aimed at (besides students' development) teachers' professional development and becoming methodologically up-to-date.

The most useful and practical were two Worldwide Projects "Innovate Your Dreams" and "My Magical Dust", the founder of the projects is Khurram Whiz, certified teachers` trainer at Microsoft in education and an advisor at EdTech Global .He created these projects to help students understand and prepare for the jobs in the future and teaching SDGs.

Projects lasted 12 weeks. During them students learned about the 17th United Nations` Sustainable Development Goals, they created new interesting jobs, which will be popular in the future, mastered the mind mapping technique using the program Coogle, discussed the main problems of the world in 2050 and solutions of these problems. After that they invented a lot of new professions which will be able to solve these problems in the future, considered how it would work and what services it would provide, discussed factors and expressions of anxiety and depression, made hearts "What makes us happy and anxious" and realized that we can control our feelings, improved skills, such as critical thinking, people skills, teamwork, STEM, SMAC etc.

To sum up, PBL provides students with a variety of choices for showing their creativity, make learning more meaningful, and students become more engaged in what they are doing. Students can focus on an area of personal interest and decide how to show what they have learned and can do, in a way that is meaningful and engaging.
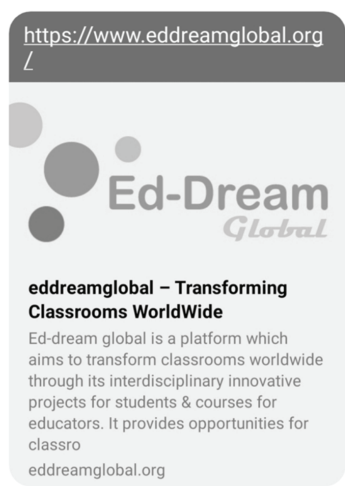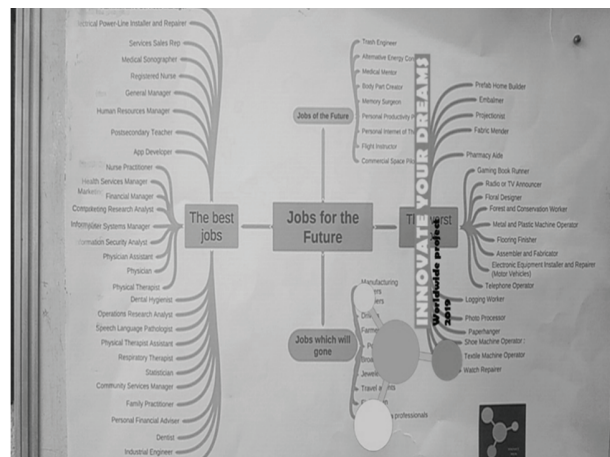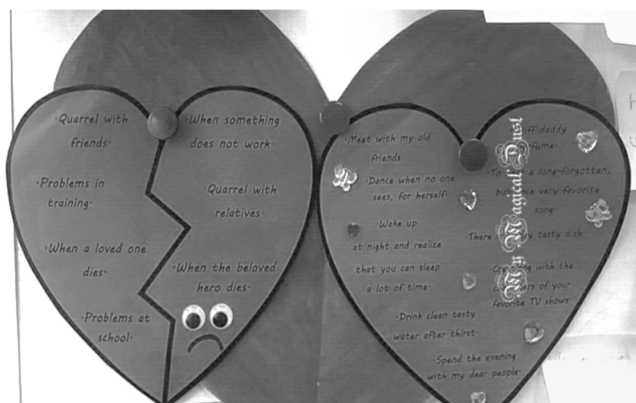
ESP CLASSROOM: WORD CLOUD
AS A TOOL FOR CRITICAL THINKING

Olha Shchetynnykova , Katerina Sokolova *(Dnipro, Ukraine)*

Developing academic skills is a part of modern academic language program at the institutions of higher education. Students obtaining Master's and Postgraduate Degree in ESP classes must possess a great number of interpersonal and studying skills such as motivation, flexibility, time management, analytical thinking and problem solving, critical thinking, reading and writing proficiency, oral communication, etc.

Teaching English at Master's and Postgraduate level does not involve only lots of grammar exercises and professional texts. The course has to include different techniques and approaches to challenge students, to stimulate them for creativity.

Learners at any level are eager to find out something new and produce interesting ideas. One of the elements of novelty in the English Teaching is the incorporation of word cloud in learning process. A word cloud is a graphical representation of word frequency. A word cloud is an image made of words that together resemble a cloudy shape. Word clouds are often used to easily produce a summary of large documents (reports, speeches), to create art on a topic (gifts, displays) or to visualize data (tables, surveys).

Primarily word cloud wasn't used as a teaching technique but nowadays it is widely applied in the teaching process. There are a lot of online programs called Word Cloud Generators. It is possible to create word cloud from any text or to visualize any word group. It is easy, creative and interactive way of studying.

The skills mentioned above such as reading, writing and oral communication are fundamental skills at academic level. Implementation of the word cloud in a class can bring creativity and make students interested in English learning. The structure and word cloud content stimulate initiative and creative development of both - the learner of English and the teacher of English. There are some activities with the word cloud that can be effective:

Reading/ listening. Academic reading includes such types of activity as analyzing and evaluating complex and specific information. Critical thinking is a very important skill through different tasks. The word cloud is a fantastic push at a pre-reading/pre-listening stage in such activities as prediction of the content, anticipating problems and solutions, etc.

Vocabulary and Speaking. It is a great way to present and learn terminology and vocabulary using this technique in ESP classes (for example, engineering terminology). It can be used to show a word group, derivatives, antonyms, and synonyms. Phrases and word combinations can be visualized to produce dialogues or presentations.

Writing. Students are frequently required to do different types of written tasks in the course of their program such as essays, speeches, research papers. Academic writing is considered to be one of the most difficult part in mastering a foreign language.

Academic writing is often described as complex and abstract. This is partly due to the subject matter of the writing; however, it is also due to the language itself. Sometimes students

are confused about choosing the appropriate style of writing; therefore they misunderstand the types of writing. Different modern applications and programs can help to cope with difficulties in academic writing.

Word cloud can be involved in practicing some styles of academic writing such as *essay*, *summary*, *abstract*. The use of word cloud in writing develops critical thinking and provides creative, not boring activities.

Writing task example: students are proposed to read some texts and then write a short summary trying to use words in the given word cloud.

To sum up, the word cloud is a great application nowadays used in TESL. It can be helpful for students in ESP classes to become more effective learners and to develop their critical thinking and academic skills.

ALLUSIONS IN "A FAREWELL TO ARMS"

Shepel Olexandr *(Kharkiv Ukraine)*

Allusion is a brief and indirect reference to a person, place, thing or idea of historical, cultural, literary or political significance. It does not describe in detail the person or thing to which it refers.

- Historical – An allusion to a historical event or period. ...
- Mythological – An allusion to a mythological figure or story. ...
- Literary – An allusion to a literary text or figure. ...
- Religious – An allusion to a religious text, story, or figure.

It is widely used in fiction. In traditional Western Literature, allusions to figures in the Bible and from Greek mythology are common. However, some authors, such as the Modernist

writers T.S.Eliot and James Joyce deliberately used obscure and complex allusions in their work that they knew few readers would readily understand.

Shakespeare used allusions of which people are aware of. Shakespeare used most of allusion from Bible or classics mythology. He most probably used allusions from Bible because people of his time were deeply aware of bible.

Hemingway widely uses allusions in his works, such as: "The sun also rises", "For whom the bell tolls", "Across the River and Into the Trees", "The Garden of Eden" etc."The Garden of Eden" etc. I'd like to concentrate on his allusion usage in his novel "A Farewell to Arms".

In this novel we can find examples of all types of allusions.

Historical: "Americans will never declare war on Turkey. I said that was doubtful. Turkey, I said, was our national bird". The main character lieutenant Frederick Henry, in his conversation with his Italians comrades-in-arms, jokingly informs them American Thanksgiving Day tradition to eat stuffed turkey on this day.

"Bring Caruso", "Don't bring Caruso", he bellows." Before going on leave, Frederick Italian friends advise to buy a plate of opera singer Enrico Caruso, who was a contemporary of those events.

" He was going to marry me and he was killed in the Somme." Dialogue between Frederick and his beloved girl British nurse Catherine about her previous personal life. The Battle of the Somme, which took place from July to November 1916, began as an Allied offensive against German forces on the Western Front and turned into one of the most bitter and costly battles of World War I. British forces suffered more than 57,000 casualties—including more than 19,000 soldiers killed—on the first day of the battle alone, making it the single most disastrous day in that nation's military history. By the time the Battle of the Somme (sometimes called the First Battle of the Somme) ende nearly five months later, more than 3 million soldiers on both sides had fought in the battle, and more than 1 million had been killed or wounded.

Mythological: "...corpse of Bacchus." One of the Italian officers, while drinking, in joke compares wine with Bacchus, the Roman name for god of wine and intoxication.

Religious: "I am the snake. I am the snake of reason. You're getting it mixed. The apple was reason." A biblical allusion on Forbidden Fruit.

Literary: Hemingway alludes in the passage where he is dreaming about Catherine. He uses allusions from the poem "Sweet and Low" by Alfred Lord Tennyson to show his longing for Catherine, and his longing to want to be there to console her in the uncomfortable times of her pregnancy. In "Sweet and Low" Alfred Lord Tennyson states "Come from the dying moon, and blow, Blow him again to me; While my little one, while my pretty one, sleeps." While Hemingway states "That my sweet love down might rain. Blow her again to me…. . I'll get you some cold water. In a little while it will be morning and then it won't be so bad." This poem is a lullaby and that's exactly what Hemingway uses it for, he is trying to get Catherine to go to sleep. In the poem "Sweet and Low" the first stanza describes the way the woman wants and longs for her husband. The Same way Henry is longing and wanting for Catherine, in this scene Henry fell asleep in the truck and started dreaming about Catherine

and that's all he could think about "Maybe she wasn't asleep. Maybe she was lying thinking about me." "The second stanza is a woman consoling her child, reassuring them that their dad will be back and to go to sleep. "Sleep and rest, sleep and rest Father will come to thee soon; Rest, rest, on mother's breast; Father will come to thee soon." In Hemingway's book he is not reassuring the child but he is reassuring Catherine because she is still with child." I Hope you sleep well. If it's too uncomfortable, darling, lie on the other side," I said. I'll get you some cold water. in a little while it will be uncomfortable. Try and go to sleep, sweet."

It's not the complete list of all allusions examples in this work, but for the lack of space, I can't demonstrate all of them.

Allusions are an important part of learning English because they give learners a deeper understanding of learning language culture.

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WAYS OF COURSEBOOK ADJUSTMENTS
TO THE NEEDS OF THE STUDENTS

Liudmyla Shevkoplias *(Chernihiv, Ukraine)*

Nowadays coursebook continues to play a significant role in teaching foreign languages as it provides ready-made materials both for students and for teachers. In general, coursebooks tend to be appreciated but there are certain dangers of overusing it and following stricty the sequence in each unit. Moreover, it is important to keep in mind, that coursebooks are created to satisfy as great number of audience as possible so it is absolutely necessary to adjust the part that might not be relevant for the interests of the students.

In English, there are two words that are very similar concerning its form as well as meaning: a coursebook and a textbook. As stated in the Cambridge dictionary. A textbook is a book that contains detailed information about a subject for people who are studying that subject [1]. The word coursebook implies that it consists of all things necessary for an English course such as a workbook, a teacher´s book, photocopiable materials, audio or video recordings, electronic material, tests and can be used systematically as the basis for a language practice" [3].

As mostly each unit in a coursebook usually has the same or very similar format, it can lead to the predictability of material and demotivation of the students. It may also inhibit teacher´s initiative and creativity when they rely too heavily on the tips of the teacher's book.

Although teachers are content with their choice of a coursebook and trust it and its authors fully, it is absolutely fine to adjust the part that might not be relevant or of interest for students.

Fortunately, there are ways to compensate for possible disadvantages of the coursebooks. Most methodologists agree that coursebooks should be flexibly adjusted in order to suit best the aims of a course. There are the following for adjustments that can be made: 1) adaption, 2) replacement, 3) omitting, 4) using additional material [2]. By adapting the materials teacher makes the teaching process more interesting, relevant and practical. Replacement means changing for more suitable materials or activities and cover what the unit intended to deal with in a different way. Some tasks or materials may be omitted or dealt with in the following unit. The teacher can also include extra activities, texts or listening comprehension activities to make learning more personalized.

To sum up, the coursebook can be used as a relevant ESL material after considering its advantages and disadvantages. By using different ways of coursebook adjustments teacher can facilitate engaging and meaningful interaction of the students, provide them with relevant, purposeful and interesting content.

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THE METHODS OF SOCIOCULTURAL SKILLS DEVELOPMENT IN THE PROCESS OF ENGLISH TEACHING

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At the present stage of the development of international contacts in the academic and professional sphere, successful communication is impossible without a dialogue of cultures. The dialogue of cultures involves the achievement of mutual understanding, which is challenging without possessing certain sociocultural communication skills. Therefore, the need to introduce a sociocultural component into the process of teaching English as a foreign language, as well as development of the sociocultural skills with students, is obvious.

Understanding the essence of the target culture and development of sociocultural communication skills is impossible without using an integrated methodology that is different from the traditional ways of presenting and discussing country-specific information. Students need to understand the reasons for the emergence of certain traditions, the motives of verbal and non-verbal behavior associated with national cultural values, beliefs and mentality of the culture-bearer.

The strategy for the formation and development of the sociocultural skills consists of four stages - informational, comparative, analytical and adaptive. At the information stage, a training is expected in the adequate perception and assimilation of the information, which is important for the process of intercultural communication. Tasks related to checking background knowledge and the degree of stereotyping of the students' thinking are necessary elements of the information stage along with reading for specific information, abstracting, summarizing and analytical reading. The use of the analytical reading at this stage contributes to a critical understanding of the information received and the ability to form students' own conclusions based on the analysis. This skill is seen to be vital for the students at the present stage of the global society development, when huge flows of information require the skills of sorting out and critical overviewing. In addition, analytical reading helps to overcome ethnocentricity and stereotyping of thinking, as well as formation of tolerance in the assessment of alternative ways of thinking, sociocultural values and behavior patterns. The creative tasks used at this stage of the formation of sociocultural competence stimulate students to express their own opinions, priorities, analyze experience, etc.

At the comparative stage, as the name implies, a comparison of facts, phenomena, traditions of one's own and the new culture is performed. This stage is very important for the formation of sociocultural competence, as it contributes to the process of rethinking the standards, the national identity awareness and the identification of the "problem areas" in the process of communication with the bearers of other cultures. The most productive types of the training tasks include, of course, those that allow students to find differences between cultures, identify their causes and have a subsequent discussion. Thus, the analysis of sociocultural values in the context under study is carried out on the basis of illustrative material, statistical data, proverbs, symbols, gestures and comparison with the students' own values. It is advisable to engage the students' own experience of intercultural communication and the experience of bearers of other cultures.

The next, analytical, stage of the sociocultural competence development, assumes a multilateral and deeper analysis of the characteristics of several cultures. Such an analysis is based on a comparison of systems of values, behaviors, lifestyles, traditions for a number of characteristics and leads to a compilation of comparative tables and graphs that reflect the distinctive features of representatives of several cultures with their subsequent discussion.

At the adaptive stage, a deep understanding and perception of the characteristics of the target culture, adaptation of its values, mentality, social behavior, features of verbal and non-verbal communication, etc. are achieved. At this stage, a methodological complex consisting of role-playing games, discussion of cases, design work, video conferencing, is used , in particular, those types of class activities that involve adaptation of the way of thinking and the communicative behavior of the target culture. At this stage, it is assumed to achieve a confident adaptation of the students to the target culture, i.e. understanding the difference in the style of communication and the logic of behavior of a certain culture bearer in a specific communicative contexts, rather than following the instructions of the teacher.

Thus, the tasks of an English teacher in developing sociocultural competence are as follows:

1. to familiarize students with the socio-cultural characteristics of the English-speaking countries with their communication practices, models of verbal and non-verbal behavior with an emphasis on the "problem areas" in the process of communication with people of other cultural and linguistic backgrounds;
2. to assist students in the formation of communicative competence, which will give them an opportunity to successfully participate in oral and written intercultural communication in English;
3. to interweave the national-cultural context into the process of teaching English and the culture of English-speaking countries.

We advocate using the teaching methods that are more typical for the cultural context of Ukrainian students and best contribute to both their individual and group tasks in class, namely, a combination of work in small groups and the whole class, group presentations of the research results, project work, etc.

To improve the students' motivation for developing their sociocultural skills it is advisable to discuss their relevancy for a successful solution of the communicative tasks in the intercultural environment, having adequate verbal and non-verbal behavior in various academic, professional and everyday situations.

GENERATION GLOBAL IS THE TONY BLAIR FOUNDATION`S GLOBAL SCHOOL PROGRAM, ACTIVE IN A WIDE RANGE OF SCHOOLS IN COUNTRIES ACROSS THE WORLD

Valentyna Shvydka *(Dnipro, Ukraine)*

Nowadays international cooperation demonstrates not only expanding the influence of different cultures all around the world, but also the need of progress and overcoming the international cultural barriers in the nearest future. School №22 in Dnipro, where students can study English, German, French, takes part in different international programs, and one of them is an online worldwide program "Generation Global".

Holding the videoconferences is a powerful tool, which motivates pupils to learn English. As part of worldwide program "Generation Global", which was launched by Tony Blair from Great Britain, pupils from school №22 have taken part in online conferences for 7 years. Here they can discuss different topics and exchange with their thoughts with students, whose native language is English (Great Britain, the USA) or a second language to learn (India, Pakistan, Italy, Indonesia, Israel, Arab Emirates). Topics for discussion are various – "The Human Rights", "Wealth, poverty and charity", "Ecological problems". Moreover, "Global Generation" supports conferences on different languages: Arabic, Ukrainian, Hindi and others.

Generation Global:
- Gives students the opportunity to interact directly with their peers from around the world to dialogue about the range of faiths and beliefs, values and attitudes that they hold. This occurs safely through facilitated videoconferences and moderated online community.
- Supports teachers by providing a rich range of high quality, engaging and appropriate materials to help them prepare their students for dialogue.
- Talks about culture and identity, but always emphasizes Faith and Beliefs, because those two things can play a very positive role in our world, yet are almost always referred to in a negative way.
- Emphasizes Similarity and Difference- finding the ways in which we are similar to other people is often easy, but discovering the ways in which we are different gives us much more opportunity to learn.
- Supports the development of key skills for global citizenship, including respectful dialogue, information technology, cooperation, and faith literacy.
- Is a set of flexible materials, designed to fit alongside, and existing curriculum requirements.

Generation Global works across the world delivering a pioneering education programmed to help prevent religious conflict and extremism. It helps students embrace an openminded approach to others, to diversity and to difference that can lead to tolerant stable societies.

The Essentials of Dialogue is an indispensable part of Generation Global, which is why it is only compulsory module. Students take part in lessons that explore topics on vital issues such as: understanding the faiths and beliefs of others, the facts of indentity, respectful dialogue and its role in peacebuilding, power and influence and the requirements of global citizenship.

The lessons also use activities to introduce students to the core concept of respectful dialogue. They do this by identifying and building a number of key skills required to prepare students for meaningful and respectful dialogue on faith and beliefs.

Our experience has been that many articulate students are well equipped to take part in discussion and debate, but that building mutually respectful and meaningful dialogue, even amongst those same students, requires careful focus. This is why the Essentials of Dialogue focuses almost entirely on these skills.

Once students are properly prepared, the module introduces students to their first videoconference with another school that is part of the global network. The videoconference in the Essentials of Dialogue allows the students the opportunity to explore and articulate their own values, as well as encounter and consider those of others.

Generation Global uses technology to give students ages 12-17 from throughout the world meaningful opportunities to express their beliefs and values ang to learn about the beliefs and values of others.

More than 800 schools in 19 countries use Generation Global: Australia, Canada, Egypt, India, Indonesia, Israel, Italy, Jordan, Lebanon, Mexico, Pakistan, Palestine, Philippines,

Singapore, UAE, UK, Kosovo, Ukraine and the USA. This program is most often integrated into the social studies curriculum, but it is also used in other courses or as a school club.

Students involved in Generation Global develop skills in respectful dialogue, active listening, and conflict management. They have opportunities to build relationships and exchange ideas with their peers around the world through facilitated videoconferences and a secure online community.

LEGAL ASPECTS OF SOCIAL MEDIA IN ESP CLASSROOM

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The most important benefits of social media for students is the possibility to use it as means to learn, connect and share. Young people have to learn how to be good digital citizens and apply the communication devices wisely and responsibly.

Using media in a language classroom enhances reading and listening skills, develops other language competences, helps focus on different aspects of society and culture, cross-cultural communication, stimulates discussions on the legal aspects of media functioning.

First of all, the vocabulary of social media should be learned or revised as students use most of the words as modern borrowings into their native language without thinking of the exact meaning of words, therefore enriching their vocabulary is an important step to better understanding and employing the media materials.

The students of law universities would be interested in the current development of new legislation concerning social media. The issues of human rights, freedom of expression, control of big media companies over what their users see or hear on daily basis, the transparency of decision-making on taking down the content are currently being discussed in legislative, policy and academic circles around the globe. The information on those discussions can be offered to students mastering law in the form of exercises and speaking, research, and writing tasks.

Students should be aware of rampant abuse, hate speech, censorship, bias, and disinformation which make Internet unsafe environment so they should be armed with the tools which can help them navigate that unfriendly and sometimes dangerous field of communication. The future lawyers can find out the basic rules of how the Internet is governed, how to protect their fundamental rights from the lawless rule of tech, what the future of our shared social spaces looks like. The discussions on the virtual dangers with the examples found by the students and shared in class can be beneficial.

On Monday 8th April 2019, the UK government passed the world's first online safety laws due to an increase in cyberbullying and harmful content which is presented online. The Online Harms White Paper is a proposal to ensure an independent regulator establishes a

law for a duty of care towards users. Internet websites and social media companies will now have to abide by the new rules – to provide a 'duty of care' to their users. Companies have a legal requirement to protect users from harmful content which include terrorism, abuse and depictions of sexual exploitation of children. Any user-generated content that is shared online and that applies to the above categories will be taken down in a short timeframe. The law students can find the materials concerning this legislation, compare it with the Ukrainian law regarding the safety of Internet users.

The European Union legislation contains rules saying: social media platforms face fines if they do not delete extremist content within an hour. The EU also introduced the General Data Protection Regulation which set rules on how companies, including social media platforms, store and use people's data. It has also taken action on copyright. Its copyright directive puts the responsibility on platforms to make sure that copyright infringing content is not hosted on their sites. When students are familiarized with the EU laws they can discuss the issues of respect for authors' rights and also the academic integrity.

While working with the social media materials and the legislation on it students decipher credible sources, read across multiple sources, analyze and compare, and make a wide step to improving their media literacy. The law students can be given the tasks to find different materials concerning the same event or fact, compare different perspectives, find out the nature of information: facts vs. opinions, primary vs. secondary as for its importance. When students work with media they have to learn thinking critically – evaluate the source and information, extract key ideas, use examples to support their opinions, then they can make up their minds about the information based on the background knowledge. Young people should be aware that a lot of responsibility comes with using the internet besides the opportunities of their language skills development and future professional growth.

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CREATIVITY IN TEACHING FOREIGN LANGUAGES

Yuliya Skarloupina *(Sumy, Ukraine)*

According to J.C. Richards, "one quality among the many that characterize effective teachers – the ability to bring a creative disposition to teaching"[1]. Creativity, as well as innovation, cannot be called new concepts in foreign language teaching, but the development of technologies give teachers great opportunities to a new level.

Nowadays ESL university teachers usually face two major problems: students' lack of motivation and multi-leveled groups, where there are students who possess a high level of language competencies, have the experience of foreign language communication, for instance, while traveling, and those whose language competencies are comparatively low. Levels may vary from A1 to B2, causing certain difficulties, misunderstandings, and even psychological barriers. In fact, these problems are overlapped, as far as each of them can be the reason for the other one.

Creativity, which is necessary for both a teacher and students, seems to be one of the ways to overcome both problems.

First of all, a teacher should get the attention of the audience, so the first task is to create an effective, friendly and stimulating learning environment: a well-chosen ice-breaking activity, an original design of a padlet board, and/or a relevant video can be a good start.

Besides that, it is difficult to overestimate the power of visuals. Using such tools as Spark Adobe (https://spark.adobe.com/sp), Canva (https://www.canva.com/), PowerPoint or an interactive tool Quizlet (https://quizlet.com) can be of great help in explaining grammar, introducing new vocabulary or a topic for brainstorming discussion. Such online applications as Quizizz (https://quizizz.com) can make formative assessment less stressful and more effective.

Motivation can be also enhanced by the tasks, which provide a challenge not only to students' language competencies but to their creative thinking as well. The range of tasks can be rather wide: from generating word clouds using such applications as, for instance, Wordart (https://wordart.com) to producing a video podcast (an advertisement, for example, in terms of Business English course, using Powtoon (https://www.powtoon.com/home) or any other application).

Creative tasks provide the opportunity to give the learning process a personal touch, as far as students have a chance for self-expression and, as a result, for self-development. "Weaker" students may find creating animated stories (on such platforms as Voki (http://voki.com) or MySimpleShow (https://www.mysimpleshow.com/examples/) less difficult than presenting their ideas in the classroom, while those who are "stronger" may get more challenging tasks for using their talents. In both cases, students of any level receive possibilities for making progress.

It goes without saying that technologies, though being very useful, are not the only way to implement creativity at a foreign language lesson. A group discussion or an individual project demands no less creative skills and can become a great source of inspiration.

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A SOCIAL CONSTRUCTIVIST APPROACH
AS A NEW INNOVATIVE WAY OF TRANSLATION TEACHING

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In 2000, American linguist D. Kiraly introduced a new approach to translators' training based on a teacher and a student's interaction as a major factor the influences the translation skills development. D. Kiraly's social constructivist approach is an innovative approach to translation teaching and it encourages students to independently develop their own knowledge and skills through performing activities that reproduce the extra-linguistic reality. The scientist calls for teachers to be aware of the perspectives of a social constructivist approach in education and emphasizes that it is impossible to teach or impart knowledge or skills. The linguist's idea is that everyone has to acquire or develop them independently.

It should be noted that social constructivist approach helps to ensure students' personal development through teamwork and work in pairs or larger groups. That's why D. Kiraly is a supporter of the educational model where students collaborate. D. Kiraly (2000) and F. Grucza (1997) propose to revise the classical educational triad "teacher-method-student" because they believe that learning is more experience gained from specific people rather than the result of knowledge transfer. The social constructivist approach to the educational triad is based on the active interaction of a teacher and a student with a student. The teacher sets translation tasks and assigns the roles to students to do those tasks. At the same time D. Kiraly draws attention to the importance of teacher-student collaboration. He indicates that their interaction facilitates not only students' acquisition of the necessary translation knowledge, skills, and their understanding of the translation process but also shapes a positive attitude towards the future profession. The basis of this approach is that the student becomes a full participant of the educational process and not just a client of educational services within holistic learning.

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STUDENTS IN TESOL SHAPING THE FUTURE OF SCIENCE

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Much has been said and written about future teachers of English education. Nevertheless, the problem of students' competence in scientific work formation has not been revealed yet.

TESOL-Ukraine is not only life-long professional development, research and promotion of new ideas and methods in teaching English. TESOL-Ukraine is not only the platform for sharing ideas in teaching English. It is a great opportunity for students to try their hand in science.

I would like to share my personal know-how in giving first-year university students the first experience in science work. I hope it will help other teachers to involve their students into research activities.

Scientific work is an essential part of students' preparation in higher educational establishments. The only opportunity to approbate their research (doing that in English) is participating in TESOL conferences for young scientists.

TESOL conferences work like a 'deadline target' for students who decided to do research in different aspects of teaching English. However, what is the first thing to do to involve students into a scientific work? To my mind, it should be a talk or a conversation discussing students' problems in studying English. A kind of reflexion. After the discussion, the teacher should ask students a question, which will help them to formulate the topic of future research. Due to such 'personal' procedure, students feel the relevance of the problem and are able to suggest the possible ways out. They just share their personal experience in overcoming the problem. In this case, they start their acquaintance with science from an empirical stage.

Last year I experimented with the first year university students. My aim was to prove that the optimal way of gaining the first skills in a scientific work is empirical one. I suggested them to take part in the V Forum for Young Researchers "Young Researchers in the Globalized World: Vistas and Challenges" April 11, 2019 O. M. Beketov National University of Urban Economy in Kharkiv. I chose the first year students because they did not have any theoretical knowledge in scientific work and they were able to fulfill purely empirical research. For doing that, we discussed their problems in studying English and pointed out the possible decisions. As a result, we came up with the following reports: Kristina Pivunkova "Fear of Speaking English: Reasons"; Kateryna Stechenko "Learning English: How to Do It Easily" and Danylo Tymoshenko "Some Tips on How to Overcome a Language Barrier".

Regarding it is always stressful to show the results of a research work in public I decided to give the students the opportunity to fulfill a receptive stage. The stage provided the students with the knowledge of the general procedure of conferences, the arrangement of

working in sections, the format of giving the speech and answering questions. The National TESOL-Ukraine Convention «Thinking Globally – Teaching Locally» which were held the day before the students' conference helped me to do that. Due to this stage, students were acquainted with the whole process of scientific conferences. They were amazed that they were able to understand native speakers' speech; they even had the opportunity to ask questions. Therefore, the psychological barrier before reporting in front the public was overcome.

The next stage was productive. The students presented the results of their first research. They understood that it is better to speak not to read their theses. They were ready to answer questions because they spoke about their personal experience. Due to the questions, they have been asked after the presentations the students were able to formulate their targets in future scientific work.

Therefore, three stages: preparatory, receptive and productive were organized in students' competence in scientific work formation. As a result, we have obtained three young researchers who understand their aims and ways of working in science and will probably be among those who will shape the future of science.

WAYS OF TEACHING DYSLEXIC UNIVERSITY STUDENTS OF NONLINGUISTIC DEPARTMENTS.

Alina Trofimova-Herman *(Kharkiv, Ukraine)*

In modern methodological research more and more attention is being paid to the phenomenon of dyslexia. It is explained by the growing number of representatives facing this problem. Statistics presented by the National Institute of Health mentions 15% of the population in 2019 while it was 10% in 2010. That means in an average classroom there are usually a few students with dyslexia.

Dyslexia is neither an illness, nor lack of intelligence, nor even laziness as some teachers consider it to be. It is a distinct learning disability of biological origin (usually genetic), not connected to a generalized developmental disability or sensory impairment. It is often unexpected in relation to age and it is a lifelong condition, though the earlier help is given, the more effective it is.

Considering everything aforementioned, some principles of working with dyslexic university students are to be worked out. First of all, such psychological problem as lack of motivation and confidence should be treated. Being optimistic about the results, the teacher can improve student's self-esteem. The point is that we should concentrate the attention on student's achievement not a failure. Sometimes it is worth going a step back to give

the student a feeling of success than staying on a higher level without any result. It is also important to encourage them to have positive attitude towards English, accessing the culture of English-speaking countries (listening to music, watching films, taking part in festivals etc.), as well as showing advantages in future professional life like the ability to get information from foreign sources, attending international educative events. Though, at the same time it is essential for the teacher not to be over-protective.

There are three forms of dyslexia such as dysortography (spelling problems), dysgraphia (handwriting problems) and dyslexia (in its narrow meaning with reference to reading problems only). Working with students of the first and second year of nonlinguistic departments we face a lot of inaccurate phonic writing, letters replaced by similar ones or written in the wrong order, omitted or added. Thus, dysortography is supposed to be the most widespread form of dyslexia nowadays. To our mind, the fast-paced development of texting culture redounds greatly to this. Using such messengers as Viber, What's up, Facebook messenger etc., young people pay no attention to spelling accuracy either clicking on readymade words, that appear on the screen while typing, or dictating the piece of information to the device to be typed or transmitted as a voice/video mail. Later that results in poor word recognition while reading and affects its fluency and comprehension. It is obvious that this fact should be taken into account while creating new teaching materials appropriate for fixing the flip side of everyday texting. Teachers should also encourage the students to read as much as possible, not just perceive audio and video information, though it seems quicker, more convenient and more fun.

Finally, the teacher needs to remember that dyslexic students can be especially demanding, and this way an individual approach will be the best solution. It is preferable to use a variety of exercises to revise a topic or structure, regularly change the type of activity and not to teach similar things immediately one after the other. Dyslexic students need a regular routine to help them stay organized as well as short breaks during the lesson to feel comfortable with memorizing. It is of crucial importance to give the students the opportunity to learn by doing and creating, for example, preparing vocabulary charts, posters, graphics or pictionaries.

To top it all, both the teachers and the students should bear in mind that dyslexia is not a reason for failing in life, considering the experience of famous dyslexics like Hans Christian Andersen, Thomas Edison, Sir Winston Churchill or Albert Einstein. It is just a difficulty which needs a well-organized individual approach supported by accentuating the student's abilities and teaching through their strengths.

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ENHANCING VOCABULARY ACQUISITION FOR STUDENTS OF ENGLISH

Maryna Tsehelska (*Kryvyi Rih, Ukraine*)

Contemporary globalization processes have made English a *lingua franca* for today's world. Application of English in new and varied contexts throughout the world causes its rapid development which calls for new approaches to its theoretical studies and its teaching. Meanwhile, Ukrainian English language learners (ELLs) are challenged with the competitiveness of today's global work-market, which requires a good command of English, and thus necessitates changes in the language classroom.

Today many students of English acquire it for the communicative purposes and willing to continue education and their careers as English speakers. This motivation places particular emphasis on the need to develop new methods of teaching English that will become either satellites or substitutes of the widely used Communicative Approach. Such methods should enable students to master English quicker and better, and use it in various professional and non-professional environments. Respectively, we should train teachers of English who, being in command of the new methods, are capable of their creative implementation, so as meet the requirements set by the global world to their students.

Building the vocabulary is a major part of language learning. However, the traditional way of memorizing unstructured lists of words copied out of the studied text is ineffective. The techniques that may enhance efficiency of both memorizing the vocabulary and its further use in speech are as follows:

1. The most used words should be taught directly, without reading a text. Students are advised to compile an Academic Word Lists. Moreover, they should be allowed to choose the words they will learn. In order to comprehend a text, students have to understand 95-99% of all words on a page. However, not all students have the same vocabulary learning needs. At reading lessons teachers may divide students into small groups each of which has to decide what words they would like to learn, taking into account a particular topic to be discussed or a particular text to be read. This may be also done by an individual student who can select the words from a dictionary using his/her own strategy. Students should not "guess" word meanings, as the Communicative Approach prescribes. They should look up these meanings in an on-line dictionary inked to the text.

2. Vocabulary enhancing techniques have to be coupled with higher order thinking skills (HOTS) that combine language and thinking development. Reading a text not only for comprehension, but also for development of logical thinking will sufficiently enhance language acquisition in its various aspects – systemic (acquisition of the vocabulary and grammar), text-building (acquisition of the rules for developing a cohesive and coherent text), and communicative (adapting the text message to the communicative needs and communicative social settings).

The use of English in new societal niches and by new international speakers, as well as acquisition of English by students with new motivational incentives and through new technological media demonstrate an urgent necessity to reconsider the traditional approaches to language teaching and, hence, to training teachers of English. Presumably, the new approach to teaching English in Ukraine should be compatible with bilingual education wherein students learn the academic content through English and thus gradually improve their speaking, listening, and writing skills. In this way, students learn increasingly complex and content-specific vocabulary and syntactic structures. They are taught to analyze texts from various genres and to use language academically and socially, locally and globally.

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EFFECTIVE LANGUAGE ACQUISITION THROUGH THE USE OF LEARNING STRATEGIES

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The aim of foreign language education is to enable learners to communicate with people around the world. In this context "communication" refers to being able to understand and respond appropriately to written, verbal and visual input. Foreign language education should allow students to cultivate the ability to express themselves in the target language and develop a positive attitude to communication with foreigners. At the university level teaching communication skills in a foreign language is now more important than ever. Despite these clear guidelines, the majority of students are unable or unwilling to speak the target language

and are not satisfied with their communication abilities. Therefore, several learning strategies and methods are accentuated for acquiring good communication skills in English that make learners confident members of the English-speaking society.

It is common knowledge that using language in real situations leads to effective language acquisition when students use what they are learning with pragmatic intent. Giving students space to work with language in ways that are enjoyable, memorable and continually varying can be used as one of the means of raising students' communicative ability and their willingness to use their skills.

There appears to be general agreement that the personalization of learning, which is at the heart of syllabus around the world now, is one of the greatest education challenges of the twenty-first century. The personalization of learning materials has positive attitudinal effects on the language learning and contributes to the development of effective language acquisition. It is achieved by making learning materials relevant to the students' existing knowledge both at the informational and emotional levels. It is expected to facilitate the learner's understanding, which will also enhance the intrinsic motivation for further learning and promote the use of language learning strategies. Communicative activities become meaningful and helpful for better memorizing.

Another vital part of the language acquisition is global education. It is also referred to as "world studies" or "education for peace and international understanding." This area can be divided into four major fields: "peace," "human rights," "environment", and "development," offering many current and controversial topics for discussion in order to get an image of a better world as a first step to consensus among cooperative learners.

Basically, global education requires learners' commitment to the real world. Not only should learners understand the information when they read or listen to authentic materials, but also evaluate it, respond to it and interact with others. So the connection between global education and English teaching produces a cooperative learning style. Thus, a communicative syllabus focusing on the language use can be realized by teaching English through global issues. In addition, connecting global education in English to other relevant content areas is useful for promoting students' understanding of each issue as well as for producing more authentic materials in English as a medium of learning.

The application of collaborative learning in teaching English is another effective intellectual strategy. Collaborative learning is an instructional strategy that calls for students to work together in groups to achieve a common educational goal. During active learning process students are developing their social skills along with intellectual ones. Nowadays, an increasing number of teachers are employing collaborative learning techniques to introduce new content as well as to help students apply and evaluate ideas.

To sum up, the combination of the aforementioned learning strategies and teaching methods can significantly facilitate the effective language acquisition, improve English proficiency, increase motivation to perform in result-oriented way while learning a foreign language.

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"GOOD CRITICAL THINKING IS ARGUMENTATIVE"

Julia Tsurkan *(Izmail, Ukraine)*

As the leading idea of modern education there should be a child centered idea, which suggests the maximum approaching education, each child's upbringing to the individual peculiarities and talents. This idea should be predominating in reforming education

V. Kremen

The New Ukrainian School is a key reform of the Ministry of Education and Science. The main objective is to create a school that will be pleasant to go to and will provide the students not only with knowledge, as is the case now, but also with the ability to apply it in real life.

Their opinion is respected here, they are taught to think critically, not to be afraid of voicing their view and be responsible citizens.

Instead of memorizing facts and definitions, students will acquire competencies. This is a dynamic combination of knowledge, skills, ways of thinking, opinions, values, and other personal qualities that determine a person's ability to socialize well and to engage in professional and/or further learning activities.

The list of competencies to be acquired by students has already been set forth in the Law "On Education". It was drawn up taking into account the Recommendations of the European Parliament and of the European Council on Key Competencies for Lifelong Learning (dated 18 December 2006):

fluency in the state language;
ability to communicate in the mother tongue (if different from the state language) and foreign languages;
mathematical competency;
competency in natural sciences, engineering and technologies;
innovation;
environmental competency;
information and communication competency;
lifelong learning;

social and civic competencies related to the ideas of democracy, justice, equality, human rights, well-being and healthy lifestyle, and to awareness of equal rights and opportunities;

cultural competency;

entrepreneurship and financial literacy.

Use of the term 'critical thinking' to describe an educational goal goes back to the American philosopher John Dewey (1910), who more commonly called it 'reflective thinking'. He defined it as active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends. (Dewey 1910: 6; 1933: 9) and identified a habit of such consideration with a scientific attitude of mind.

The skill of thinking critically is generally accepted as a very vital stage in every field of learning, particularly in the last decades.

Thinking critically will boost creativity and enhance the way you use and manage your time (Hader,2005)

Critical thinking can provide you with a more insightful understanding of yourself. It will offer you an opportunity to be objective, less emotional, and more open-minded as you appreciate others' views and opinions.

Qualified education should show the way to students about what and how to learn. While students evaluate what they learned and their learning methods, they manifest their critical thinking abilities (Emir, 2009). As Cotton indicates (1991): "If students are to function successfully in a highly technical society, then they must be equipped with lifelong learning and thinking skills necessary to acquire and process information in an ever changing world".

When students think critically, they are encouraged to think for themselves, to question hypotheses, to analyze and synthesize the events, to go one step further by developing new hypotheses and test them against the facts. Questioning is the cornerstone of critical thinking which in turn is the source of knowledge formation and as such should be taught as a framework for all learning.

Critical thinking can be seen as having two components: 1) a set of information and belief generating and processing skills, and 2) the habit, based on intellectual commitment, of using those skills to guide behavior. It is thus to be contrasted with: 1) the mere acquisition and retention of information alone, because it involves a particular way in which information is sought and treated; 2) the mere possession of a set of skills, because it involves the continual use of them; and 3) the mere use of those skills ("as an exercise") without acceptance of their results.(5)

Teacher has the task of preparing children to be successful adults, a task that requires development of their self-sufficiency.

Critical thinking often involves evaluating arguments and detecting inconsistencies and common mistakes in reasoning.

Critical thinking refers to the ability to analyze information objectively and make a reasoned judgment. It involves the evaluation of sources, such as data, facts, observable phenomena, and research findings.

Critical thinking as a process should have at least three features:

1. It is done for the purpose of making up one's mind about what to believe or do.
2. The person engaging in the thinking is trying to fulfill standards of adequacy and accuracy appropriate to the thinking.
3. The thinking fulfills the relevant standards to some threshold level.

Good critical thinkers can draw reasonable conclusions from a set of information, and discriminate between useful and less useful details to solve problems or make decisions.

Developing our critical thinking skills, therefore, requires an understanding of the ways in which words can (and often fail to) express our thoughts."

"Finding a fresh approach to a writing assignment means that you must see the subject without the blinders of preconception. When people expect to see a thing in a certain way, it usually appears that way, whether or not that is its true image.

If teachers want their students to think well, they must help students understand at least the rudiments of thought, the most basic structures out of which all thinking is made.

All thinking is defined by the eight elements that make it up. Eight basic structures are present in all thinking. Whenever we think, we think for a purpose within a point of view based on assumptions leading to implications and consequences. We use concepts, ideas, and theories to interpret data, facts, and experiences in order to answer questions, solve problems, and resolve issues. Thinking, then, generates purposes, raises questions, uses information, utilizes concepts, makes inferences, makes assumptions, generates implications, and embodies a point of view.

Students should regularly use the following checklist for reasoning to improve their thinking in any discipline or subject area:

1. All reasoning has a purpose.
2. All reasoning is an attempt to figure something out, to settle some question, solve some problem.
3. All reasoning is based on assumptions (beliefs you take for granted).
4. All reasoning is done from some point of view.
5. All reasoning is based on data, information, and evidence.
6. All reasoning is expressed through, and shaped by, concepts and ideas.
7. All reasoning contains inferences or interpretations by which we draw conclusions and give meaning to data.

Scheffer and Rubenfeld discuss critical thinking habits and critical thinking skills. For each of the critical thinking skills shown below, they give a number of activity statements.

1. Analyzing (separating or breaking a whole into parts to discover their nature, functional and relationships: "I studied it piece by piece","I sorted things out").
2. Applying Standards (judging according to established personal, professional, or social rules or criteria: "I judged it according to...").
3. Discriminating (recognizing differences and similarities among things or situations and distinguishing carefully as to category or rank:"I rank ordered the various...","I grouped things together").

4. Information Seeking (searching for evidence, facts, or knowledge by identifying relevant sources and gathering objective, subjective, historical, and current data from those sources: "I knew I needed to lookup/study...","I kept searching for data.").

5. Logical Reasoning (drawing inferences or conclusions that are supported in or justified by evidence:"I deduced from the information that...","My rationale for the conclusion was...").

6. Predicting (envisioning a plan and its consequences:"I envisioned the outcome would be...","I was prepared for...").

7. Transforming Knowledge (changing or converting the condition, nature, form, or function of concepts among contexts: "I improved on the basics by...","I wondered if that would fit the situation of ...").

To become a critical thinker, you must develop a few skills: 1) recognize assumptions you carry with you (be aware of assumptions and learn to self-reflect); 2) process information honestly (people sometimes pass along information that is not really true); 3) recognize a generalization (Old people are wise. Cats make better pets.) They're not always true, are they?; 4) evaluate old information and new ideas (there was a time when doctors thought leeches could cure us. Recognize that just because something is commonly accepted, doesn't mean it is true); 5) produce new ideas based on sound evidence (detectives solve crimes by collecting bits of truths and putting them all together like a puzzle); 6) analyze a problem and recognize the complex parts (a mechanic must understand how an entire engine works before s/he can diagnose a problem); 7) use precise vocabulary and communicate with clarity (it is important to develop your vocabulary so you can communicate truths accurately); 8) manage emotions in response to a situation or problem; 9) judge your sources(learn to recognize hidden agendas and bias when you col) .

ACTIVITY 1.5

Level: B2

Language aim: to analyze a book review and its structure with a view to students writing their own review

1. Read the review and answer the questions.

a. What kind of book is being reviewed?

b. What is the book about?

c. What does the reviewer like or dislike about the book?

The Bridge of San Luis Rey by Thornton Wilder

In 1714, a rope suspension bridge in Peru snaps and the five people on the

bridge fall to their deaths. By chance Brother Juniper, a Franciscan monk, witnesses this tragedy. He is not only troubled by what he has seen but also troubled by why this should have happened. Why at this precise moment? Why these five people? Accordingly, he sets out to find out something about the lives of each person in order to make sense of the tragedy.

This short novel (only 124 pages long) is a beautiful reflection on the subject of destiny. It is not a true story, but some of the characters are based on real people. Written in elegant prose, each chapter describes the life of one of the five people on the bridge: from the

aristocratic Marquesa de Montemayor, who longs to be back in her native Spain; to the wise Uncle Pio, whose lifelong ambition to make a star of a young actress is in the end frustrated. Our interest is not kept alive by the mystery of their deaths, but by the compelling characters that Wilder has drawn so vividly: each eccentric in their own way, and each very human in their virtues and in their faults. I cannot recommend this book highly enough.

2. Answer these questions:
    a. Did the review make you want to read the book? Was this the author's aim?
    b. What techniques does the author use to stimulate your interest in the book (e.g., language, organization)?

3. Work in pairs. Discuss two other ways that you could write a book review to make it interesting to the reader. Then present these ideas to the class.

4. Write a review of a book you have read and enjoyed, using your preferred structure. (6) Developing the ability to think critically is an important element for modern education approaches and models.

Tsurkan_paper

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MEDIA LITERACY IN THE INFORMATION NETWORK SOCIETY

Tamara Turchyna (Sumy, Ukraine)

At the present stage of transition from an industrial market economy to an information network society the problem of developing media literacy is becoming more relevant. Media plays a large role in the life of every person, shaping values, social norms, attitudes, behaviors, life scenarios and the whole picture of the world. At every stage of the society development the information was always needed, but at the stage of post-industrialism, it acquired a dominant strategic importance. Modern media technologies provide huge personalities potential opportunities for sharing information, "virtual" acquaintance with various countries and their cultures, to expand horizons, improve professional and cultural level personality, but

at the same time, the expansion of the sphere of mass media leads to information overloads for the personality, psychological manipulative influences, "virtualization of consciousness" and an increase in stereotyping in interpersonal communication [1].

Modern education is unthinkable without the use of information technologies and mass media. Activity of more than 70% of the world's adult population is somehow connected with the creation, redesign and transmission of information in the Internet environment. Over 90% of humanity is active consumers of the media. The modern information environment implies interaction with the "prepared", i.e. media literate consumer. Since the interaction with the media has become much more complicated than in the 20th century, today media literacy is seen as the ability to communicate with media and creatively evaluate media texts. There are many different models that are aimed at the development of media literacy, which have different means of conveying information: TV, the Internet, photos, video, radio, press, etc. Media can serve as an incentive to improve human life, a means of reflecting national identity and development, international understanding of the world, reporting realistic and adequate information about the history, culture and values of each nation. At the same time, the media, turning into the dominant means of culture pose a potential threat to the destruction of moral and ethical standards, cultural and artistic values [2].

The Canadian philosopher, philologist, literary critic and theorist of the impact of artifacts as a means of communication Herbert Marshall McLuhan introduced the concept of "global village" to describe the new communication and cultural situation, referring to the whole modern society, how it is reproduced using "electronic" means of communication (television, radio, cinema and telecommunications). According to M. McLuhan, at all stages of civilization it is the technical means of communication that act as the engine of all revolutionary shifts and changes both in the development of social relations and in the consciousness and psychology of people. M. McLuhan argued that under the influence of electronic media and the new "macromyths", "rituals" and "languages" the modern world turns into a "global village", becomes a new "global theater", where everyone plays the roles assigned to him by structures "Rumor-visual television culture". Thus, the information of society replaces the social revolution [3].

Formed media competency is an effective way to protect against the manipulative impact of the media in an information and network society. For the formation of media culture for the society and each person it is necessary the whole range of activities, including: active engagement of the cognitive, aesthetic, emotional components of personal acceptance of the Internet space; development of creativity, creative the thinking, imagination and imagination of Internet users; active enrichment of accumulated practical experience in the field of media through self-education, etc. The formation of critical approach to the information provided by modern "new media" will contribute to the organic entry into the information society.

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THE ORIGINALITY OF THE LOVE THEME
IN ENGLISH ROMANTIC LITERATURE
(based on Mary Shelley's stories)

Zoya Voronova *(Kamianske, Ukraine)*

An important feature of the interpretation of love in romantic aesthetics is the metaphorical nature of the romantic definitions of love, imbued with artistic imagery. The explanation for this lies in the principle of universal setting, when any specific object definition was unacceptable, because it defined some limits [1]. The formation of the romantic ideal of love is inextricably linked to the search for the absolute. These quests are first and foremost fulfilled by such requirements for love as "perfection, exaltation of feelings". Love subjects had a great metaphorical and symbolic potential in romantic literature, in particular in English, capable of absorbing the most significant problems of being.

Love "I" of P.B. Shelley is a combination of romantic longing with the trembling joy of a love impulse, Byron has a fatal tragedy with an existential-philosophical comprehension of the concept of love, in Mary Shelley's prose: Byron philosophical and tragedy beginning, embodied in novels and stories, is combined with didactic and preaching motives, supplemented by sentimental shades: "…love, beauty, happiness…let us analyze them, and learn what Love is. There is much in the world afforded by nature and contrived by man, to yield satisfaction and enjoyment to our senses and our physical wants"; "…this miracle is left for the affections, the best form of affection, the spirit of Love, most powerful in the best and most delicate natures…" [2, p. 365-366]. The romantic ideal of a harmonious union between man and woman raised to a new height the ancient Christian idea of self-sacrifice for the sake of a loved one [3]. Schlegel's "Lucinda", P.B. Shelley's "Rosalind and Helen" and other works by European romantics presented a new perspective on the relationship between man and woman. However, the customs of compatriots so affect the writers that often change the very language of their feelings.

This change of "language" in the interpretation of love is evident in the work of M. Shelley from the first novels to the stories of the 1930s. In early M. Shelley's Novels (Frankenstein, 1818, Matilda, 1819) love had a universal philosophical meaning, symbolizing the essence of the relationship not only between man and woman, but also between man and the world. In stories written in the Victorian era, the "high" symbolic-metaphorical sense is somewhat "reduced".

An important component of M. Shelley's narrative manner, both in "The Bride of Modern Italy" and in "False Rhyme," is the ironically-humorous intonation. It naturally comes into the story from the first pages of the story, determining the position of the author. The lyrical-dramatic commentary that was characteristic of romantic creativity gives way to the author's wicked irony, which "removes" the high pathos and emotional tension, seemingly cooling the expected romantic maximalism of thoughts and feelings. The "earthiness" of the motifs and themes, the adventurous and fascinating plot, its anecdotal basis - all this distinguishes M. Shelley's story from her early romantic art and in many ways brings her closer to Byron's Italian creativity. Despite the peculiarity and peculiarity of M. Shelley's romantic style, in these stories the writer remains within the framework of romantic art, anticipating those new discoveries that will embody writers of another era. Generalizing signs of changes in the romantic concept of the theme of love in the stories of Shelley, highlighted, mainly, financial and property aspects of love relationships, depicts determined social types of lovers. The romantic images, built on the principle of contrast, are represented in the writer's stories by a variety of typological characters. Contrast of another kind – contrasting of socio-class and national peculiarities – contributed to the emergence of a special type of hero, with a correspondingly accentuated social and national identity, lacking the universal metaphorical significance inherent in romanticism.

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WHICH AMERICAN VALUES DO YOU SHARE? A CASE STUDY IN A UKRAINIAN UNIVERSITY CONTEXT

Olga Yashenkova (*Kyiv, Ukraine*)

The 21st century teacher is expected to cultivate students' intercultural competence enabling them to engage in intercultural interactions free of stereotypes or prejudices and achieve mutual understanding and meaningful dialogue (Council of Europe, 2016). Intercultural competence is viewed as a set of competences that includes not only skills, knowledge and understanding but also values and attitudes (Council of Europe, 2018). Being the source of all human motivations and decision-making (Barrett, 2018), values and attitudes are essential for behaving appropriately and effectively in intercultural situations.

It is important to learn values because they offer criteria for planning and evaluating actions, justifying opinions and attitudes, and help understand one's own and other people's behaviors.

This study addresses the need to raise students' awareness of the target-language cultural values, accept cultural differences and consider them without any negative connotation. Most specifically, the study aims to explore students' perceptions of American values and attitudes to cultural diversity in order to better understand learner needs and employ appropriate teaching strategies. For this purpose, a self-report questionnaire, containing demographic questions and a list of 13 typically American values (Kohls 1984) was administered to Ukrainian students from the Institute of Philology at Taras Shevchenko National University of Kyiv in December 2019. A total of 94 BA students, majoring in English language and translation, were surveyed upon completion of their American Studies course. The questionnaire items concerning values were anchored on a 5-point Likert scale ranging from 1 = *strongly disagree* to 5 = *strongly agree*.

According to the survey results, the majority of the respondents agree or strongly agree with the basic American values except *informality*. Over half of the students think that formality is required in certain situations and has nothing to do with arrogance or superiority. The results also indicate that the most appreciated American values include *equality/egalitarianism, individualism, independence and privacy*, as well as *time and its control*. A high percentage of those who share such alien values as *individualism*, *mobility* or *competition* may witness some culture transformations and changes in the values of young Ukrainian people (see Table 1).

Table 1: *Students' Positive Perceptions of American Values*

American values	Frequency (N=94)	Percent
Equality / egalitarianism	89	95%
Individualism, independence and privacy	89	95%
Time and its control	88	94%
Personal control over the environment / responsibility	81	86%
Change / mobility	80	85%
Self-help	74	79%
Practicality / efficiency	72	77%
Competition and free enterprise	70	74%
Future orientation / optimism	70	74%
Directness / openness / honesty	69	73%
Action and work orientation	63	67%
Materialism / acquisitiveness	56	60%
Informality	42	45%

We believe that special attention should be paid to knowledge, skills and values that contribute to a spirit of solidarity and collaboration among diverse individuals and groups in society. The collected data can be used to create teaching/learning environments that enhance intercultural competence in EFL students and empower them to act as effective democratic citizens.

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USING AUTHENTIC MATERIALS IN TEACHING ENGLISH

Yuliia Yelovska *(Kryvyi Rih, Ukraine)*

Learning English is a demanding, time and effort-consuming process. It involves acquiring numerous vocabulary units, mastering pronunciation patterns and studying various grammatical structures. Therefore it requires from learners deep concentration, constant work and persistence while improving their language skills. Nevertheless the role of a teacher in this process is also of great importance. The way the teacher represents the materials, the essence of these materials as well as their sequence are considerably significant.

The analysis of present day papers studying the approaches of successful teaching shows that one of the ways to improve learners' language skills is applying authentic materials. The term "authentic text" means an original cohesive text of any genre (literary, scientific etc.) created by a native speaker. The problem of using authentic texts is a subject of interest of many national and foreign researchers (Yu. Andrushcha, S. Berardo, G. Boretska, M. Gilmore, T. Guzhva, N. Grinyayeva, A. Kiyan, T. Kravchenko, T. Polonska, N. Savinova etc.).

The main advantage of using authentic texts is their availability and variety of forms that can meet every level, age and topic requirements of the class. Teachers can choose original literature pieces as well as advertising texts, newspaper articles, videoblogs, popular songs, online programs etc. Yu. Andrushcha emphasizes that, unlike adapted texts, authentic ones represent real communicative situations peculiar to a foreign language space, in particular English [Andryusha: 300]. S. Berardo points out that authentic materials contribute to students' positive motivation, reveal cultural peculiarities and provide the opportunity for teachers to apply their creative activities [Berado: 64].

Authentic materials should not be considered only as a piece of text for reading. Present-day technologies allow combining reading and listening skills by means of watching films, TV shows, listening to radio programs, celebrity interviews, songs, short videoblogs etc. According to the level of student language proficiency these materials can be accompanied by the subtitle, clarifying unfamiliar vocabulary especially collocations and idioms (if necessary), further discussions etc. Moreover visual and audio presentation of original language speech practice increases the level of material perception due to different sensory systems. In

addition students can not only become familiar with new language units, but also they can distinguish some pronunciation patters and regional dialects, feel the real atmosphere of the foreign language communication.

Despite these positive aspects one should consider a number of must-know while choosing authentic materials. K. Polonska fairly makes an emphasis on the relevance of the content to the topic, the socio-cultural significance of the authentic materials and moral and ethical aspects. [Polonska : 381]. G. Boretska and S. Berardot claim that such materials should be primarily interesting, bear cognitive value, correspond to the age characteristics and the level of language proficiency of students [Boretska: 23; Berardo: 62].

Consequently, current technologies provide a wide range of possibilities for teachers to create the language environment at the classes using different forms of available authentic materials taking into account the requirements of language learning curriculum and learner demands.

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A SOCIOLINGUISTIC APPROACH TO TEACHING HISTORY OF ENGLISH

Vira Yevchenko *(Zhytomyr, Ukraine)*

The present-day treatment of the historical development of any language focuses on two important aspects of the language evolution: linguistic changes in different sections of the language system and the establishment of social functions of the language in the speech community. "Language is tied to personality, from which it derives unalterable characteristics, but personality is tied to a society, which changes" [1: xv]

The sociolinguistic approach to the language evolution shows the way a language system has been developing and has shaped over time. It can help to understand the development of social functions of the language and changes in sociolinguistic attitudes in the speech

community, the evolution of different forms of language in the history of a speech community (local and social dialects, different native and area varieties).

The basic methodological and linguistic principles behind the present-day approach to the evolution of English are: the dynamic stability of the language system and its constant changeability, the preservation of the integrity of the language as a means of communication in a human society, the importance of social aspects of the language functioning in a speech community. Constant changeability of language, seen and recognized through linguistic variation and through different fluctuations in linguistic forms, observed in communication, through changes in social attitudes of speakers of the language can help to create a more contemporary vision of a complex dynamic system which language is.

The historical approach to the study of functional aspects of the English language is very important in researches on the language evolution, since it touches upon " the development of the social contexts of English through its history in at least two basic ways: the societal functions of the language at different points from its beginnings to the present day and the attitude of its speakers toward other languages with which they came into contact at different points in this history" [3: 7].

Sociolinguistic factors in language evolution are found in varied linguistic influences which speakers of one language can come under through cross-cultural experience that involves social, political, cultural, ethnic and historical relationships between different human communities. It seems important to lay considerable emphasis on the fact that different tendencies in the evolution of the language are the results of the interaction of different factors that are due to the structural character of the language as well as to its social functioning in a speech community. The main focus of the historical sociolinguistic analysis is on the study of changes in the people's attitude towards the language and its social functions; on the way linguistic changes are motivated by social shifts in the society, by socially important historical events or by demands of the increasing communication; on the study of changes in the sociolinguistic relations in England and in socially oriented speech behavior of the speakers in the English-speaking community; on the study of different changes in the sociolinguistic contexts of the development of English.

The sociolinguistic perspective is introduced whenever the social motivation is found for a language transformation, be it the reduction of unstressed vowels, the analogical formations, or the adoption of some features from another language or dialect. More to that, the study of the history of English from that point brings forward the consideration of different aspects of the language functioning in the sociolinguistic contexts such as the extension of the social functions of the language in the speech community, the spread of the English language overseas and the rise of different national and regional varieties of English, the evolution of different local dialects on the territory of the British Isles, the formation of the national literary standard of the language, the introduction of loans into lexis due to various contacts with other languages, changes in social modes of speech behavior, the rise of different functional styles of English, such as the language of science, literature, the mass media, etc.

Summing up, it can be stated that a sociolinguistic approach to teaching History of English should be the focus at classes for ELT learners for better understanding the evolution of speech behavior patterns of the native speakers of English.

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SELF-PRESENTATION TACTICS
IN THE PRESIDENTIAL CAMPAIGN DISCOURSE

Anastasiia Yumrukuz *(Odesa, Ukraine)*

Communication in political sphere nowadays is widely discussed and investigated. There are number of studies devoted to the problems of political discourse in general, campaign discourse, media discourse of political debates etc. And yet the presidential campaign discourse, in our opinion, has not been sufficiently studied yet. Thus, the focus of this paper is on the self-presentation strategies in the American presidential campaign discourse. The research material was based on the video fragments of the three rounds of presidential television debates.

Campaign discourse is a subform of political discourse, which is considered to be a conglomerate of genres differentiated by the prevailing intention: agonism, integration, orientation (Atman, 2011, p. 96).

Campaign discourse for establishing a candidate's preferability serves three basic functions: acclaiming, attacking, and defending (Benoit, 2016). Acclaiming "portrays a candidate favourably through positive statements that emphasize the candidate's advantages, whereas attacking portrays an opposing candidate unfavourably through negative utterances that highlight his or her disadvantages" (Chi-Ying Chen & Shao-Liang Chang, 2019, p.97). Defending is an explicit response to a prior attack on the candidate. These functions work together to persuade voters that a candidate should be preferred to the opponent (Chi-Ying Chen & Shao-Liang Chang, 2019, p.98).

According to the functions the campaign discourse serves, linguists differentiate various strategies of the presidential campaign discourse, namely: self-presentation strategy, discreditation strategy, strategy of voters' rational / emotional persuasion, self-defense strategy, strategy of avoiding an answer (Atman, 2011, p.98). The focus of this work is on the self-presentation strategy, that is person's emotional self-introduction. By managing impressions, "self-presentation strategies empower an individual to exhibit different facets of their identity

to different audiences with congruity" (Bareket-Bojmel, Moran, & Shahar, 2016).

Having analyzed the presidential election television debates of H. Clinton and D. Trump we distinguished the following tactics that realize the self-presentation strategies:

−self-appraisal tactics, usually realized by lexemes of positive evaluation:

That's how I see the court, and the kind of people that I would be looking to nominate to the court would be in the great tradition of standing up to the powerful, standing up on behalf of our rights as Americans...

−personal responsibility tactics – the candidate states that he/she will personally control the situation:

And I know the awesome responsibility of protecting our country and the incredible opportunity of working to try to make life better for you. I have made the cause of children and families really my life's work.

−tactics of promising:

That's what my mission will be in the presidency. I will stand up for families against powerful interests, against corporations. I will do everything that I can to make sure that you have good jobs with rising incomes….

The prospect of further research is to study the means of verbalizing the allocated tactics of the self-presentation strategy employed in the practice of presidential campaign communication.

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COUNTY TOWNS OF ENGLAND: GENERAL ANALYSIS OF STRUCTURE AND SEMANTICS

Nataliia Zakharova *(Kryvyi Rih, Ukraine)*

Toponyms represent a particular group of words associated with place-names and they are very valuable for some historical, geographical and linguistics studies.

A place-name is defined as a word or words used to indicate, denote, or identify a geographic locality such as a town, river, or mountain. Toponymy divides place-names into

two broad categories: habitation names (denote a locality that is peopled or inhabited, such as a homestead, village, or town) and feature names (refer to natural or physical features of the landscape) [4]. This paper focuses on habitation names, particularly on oikonyms (a name of a village or a town) of England and aims to reveal the most productive elements of oikonyms formation and to define their semantics. The study is carried out on the analysis of county towns of England.

The territory of modern England was inhabited by different tribes (the Celtic tribes, the Anglo-Saxon ones, the Romans, the Scandinavians and the Normans) which influenced a lot the formation of place-names. However, most linguists agree that the majority of modern oikonyms were created during Anglo-Saxon period that is attested by the Old English (OE) lexical elements in their structure [2, 185].

It is considered that final elements of toponyms are more persistent to changes because they point out a type of an object or a place, whereas initial ones add some supplementary information and lose their motivation more often [1, 37]. The analysis of scientific works [1; 2; 3] shows that the final element can represent either a stem or a suffix. Both stems and suffixes can be divided into two large groups: 1) their meaning is connected to a dwelling (house, settlement) or different constructions (road, bridge, mill etc.); 2) they refer to some natural objects (ford, brook, forest, lake etc.) [1, 46].

Our study shows that the most productive stem is -*ford*: Guilford, Oxford, Hertford, Chelmsford etc. It is an «Anglo-Saxon word that still exists in modern English, meaning 'part of a river shallow enough for people to cross it'» [5]. Among the county towns of England there are also some names connected to natural objects: -*field* – Wakefield, -*pool* – Liverpool, -*stone* – Maidstone.

It is worth to say that most of oikonyms we analyzed were formed by suffixes. The suffixes referred to the settlement are the most wide-spread. Among them we must mention -*ham* and -*ton*: Birmingham, Oakham, Taunton, Northampton. Both of them come from OE and mean «a house, a dwelling, a group of buildings, a village», although -*ham* appeared earlier than -*ton*, actually the last one replaced -*ham* when the Anglo-Saxons were moving further to the west. The evidence of this fact is given by V.D. Belen'kaya [1, 49]: -*ham* is often combined with suffix -*ing* which means possession and is considered to be one of the oldest suffixes: Nottingham. Besides, the oikonyms ending with -*ham* are usually located in the places of early Anglo-Saxon settlements, whereas suffix -*ton* is a feature of settlements in the western part of England [1, 49]. Linguists also point that in some regions you can find Scandinavian suffix -*by* (means farmstead, village) instead of Anglo-Saxon one -*ton* [1, 3]: Derby.

The other popular suffix meaning «a dwelling» is -*chester* or -*caster*. It refers to OE period and comes from Latin *castra* (fortress) [1; 5]: Dorchester, Lancaster.

The other popular group of suffixes: -*ley, -leigh, -laugh, -lam, -ney* – have the same origin, it is the OE suffix -*lean* that means «clearing» [1, 50]: Beverley, Barnsley.

On the whole our study shows that structure and semantics of oikonyms of England are very diverse because of influence of different languages at the time of the formation of the place-names but the main constituent elements have Anglo-Saxon origin and their meaning usually refers to the notion of a dwelling or to natural objects.

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CLIL IN THE UNIVERSITIES: A LESSON FRAMEWORK

Olha Zavorotna *(Kyiv, Ukraine)*

Integrated lessons are becoming more and more popular since they help develop the creative potential of both students and teachers. The integration provides students with complex knowledge of different subjects while studying a single topic. The knowledge of a foreign language is considered as one of the tools which enable students to grow professionally. Therefore, study approaches which provide the effective integration of professional subject and foreign language are in high demand. One of this study approaches is CLIL: Content and Language Integrated Learning 'CLIL is an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role.' (Coyle, Hood, Marsh, 2010).

Numerous researches have proved the effectiveness of CLIL, nevertheless, it is still not widely used in the universities due to some challenges in its implementation. Firstly, language teachers should have some basic knowledge of the subject they are going to teach. Secondly, they have to create a lesson where CLIL principles would be displayed.

Here are some key features of CLIL lessons:
−   contain the 4 Cs (Content, Communication, Cognition, Culture);
−   not language lessons or subject lessons delivered in a foreign language;
−   the subject matter determines the language needed to learn. Language is not graded;
−   often based on reading or listening texts.

There is no strict lesson framework, but lessons often follow a pattern:
−   processing the text;
−   organisation of knowledge;
−   language identification;
−   tasks for learners. (Darn, 2006)

We suggest the following lesson framework, based on reading, which allows teachers to consider all key principles of CLIL and create the motivating and engaging lesson for their university students.

1. Lead-in (stating problem)
2. Theoretical part
Gist reading (pre-teach the vocabulary)
Detailed reading
3. Practical part
Finding ways to solve the problem;
Experimenting;
Discussion;
Project.

While exploring these stages in more detail it can be noticed that the suggested framework is also based on a problem-solving method, which is aimed at developing students` critical thinking and problem-solving skills.

Lead-in stage should increase the students` motivation to study the topic chosen and state the problem which students will be able to solve during the lesson. In the theoretical part students become familiar with the topic studied. As they learn the subject and the language simultaneously, a teacher should pre-teach some key terms which might block the understanding of the content. Finally, the practical part requires students to use their theoretical knowledge in practice by solving the problem, doing the experiment, presenting the project or actively taking part in the discussion.

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CUSTOMISED APPROACH TO TEACHING

Anna Zhyliakova *(Dnipro, Ukraine)*

This article deals with customised, or personalised, approach to teaching English and ways of finding out students' real needs, as this is our students' needs that determine our teaching strategy and methods.

In the last 10 years, I have taught a lot of amazing people. Some of them were teenagers, some adults but they all had different goals, different timetables, different types of personality and thus, different learning expectations. In many cases, my students would go with the material and methods I used. However, a small minority of them were bold enough to ask for something else, making me plan more thoroughly, and eventually leading me to the

conclusion that students are more important than curriculums. Before starting work with a new student, we should pay attention to a lot of things such as their learning goals (whether they need English for business or for studying abroad), types of personality (extrovert vs introvert, intuitive vs practical etc), their hobbies and interests. We also need to consider our students' learning strengths and weaknesses, as some of them might have difficulty reading or listening, and it is our task as teachers to strengthen these problematic areas.

However, learning process should not be limited only to teachers providing students with exactly what they are asking for. If we do so, we could focus on some aspects of language and neglect others, for example, dedicating more time to speaking and insufficient part of our classes to grammar. This is why we should analyse what the students really need based on our observation and tests. For example, if an elementary student would like to spend more time speaking and pay very little attention to grammar, it is a way to nowhere, as in the case of an elementary student grammar should be learnt and practiced in significant amounts. However, if an advanced student is asking for the same, it is reasonable.
In the end, it is a teacher's primary task to find balance between what students are asking for and what they really need, even if their real needs are not so attractive. Otherwise, dissatisfaction and communication problems are inevitable.

USING SMARTPHONES TO FACILITATE VOCABULARY ACQUISITION

Tetiana Zubenko *(Mykolaiv, Ukraine)*

No one doubts the fact that the main key in learning a second language (L2) is vocabulary memorizing and the ability to express a person's opinion with its help is what leads to effective communication with other speakers. The creation and use of strategies that promote quick memory and long-term memory retention are very relevant to the vocabulary of L2 (Kornell, 2009). Vocabulary knowledge means that to learn words there needs to be some focus on developing both receptive and productive knowledge, and there also needs to be emphasis on learning the different aspects of knowledge that make up form, meaning, and use. Different vocabulary learning activities focus attention on different aspects of knowledge. This means that it is likely to take a number of encounters with a word in a number of different activities to fully learn a word (Nation, 2001; Webb, 2013).

A survey of the first-year students in a Ukrainian university showed that the process of formation of reproductive and communicative skills takes place in the direction from L1 to L2. L2 learners always use their native language because they always think most often in their L1, even at the advanced level (Mahmoud 2006). Taking into account the above studies and our observations, in the receptive and reproductive phases of semantics and training of lexical units, we propose to listen to audio recordings of L1–L2 word pairs and their combinations on

specific topics during physical activities beyond the classroom (traveling, walking in the park, on the way to work or to the university, etc.) followed by pronouncing them aloud. In such a way, both receptive and reproductive skills of L2 translation and communication are formed. This type of audio recording can be called "A Thematic Bilingual Audio Dictionary". With multiple instances of listening to L1–L2 lexical units and their phrases with their subsequent pronunciation, the process of combining two sound forms of the same image or concept occurs in a human brain. Moreover, in the process of simultaneous listening, pronouncing and physical activity, incidental memory is activated, which is much stronger (Skrypchenko, Dolynska & Ohorodniichuk, 2005). This process boosts subconscious acquisition of lexical items. Such a mechanism of retention contributes to the study of a sufficiently large number of lexical units in a short period of time, creating a lexical field in a person's memory on a specific theme.

Using modern devices (mobile phones, smartphones, mp3 players, etc.) allows students to listen to the thematic bilingual dictionary anywhere and at any time. For the purpose of preserving lexical items in memory and preventing them from forgetting, the thematic audio dictionary can be listened to at regular intervals throughout a lifetime, depending on the needs and individual qualities of memory of each person. After, at least the initial use of the thematic audio dictionary, further practice using these lexical items in written or mobile applications will contribute to better retention and the development of receptive, reproductive and productive skills of translation and communication. The use of L1 in the creation of a thematic bilingual audio dictionary is predicated by the fact that a person who studies L2 always uses their mother tongue in the process of creating their own thoughts. The native language is a resource that people use both consciously and subconsciously in the process of organizing L2 communication. We recommended to our students that they pronounce the words and phrases aloud. Just aloud, and not in the mind or whisper, since in this case, besides the auditory memory, such types of memory as verbal-logical, articulatory, muscular are also activated, which, in turn, also have a positive impact on the processes of vocabulary acquisition and retention.

This way of vocabulary acquisition activates implicit memory. However, researchers believe that it is advisable to combine two and more ways of learning lexical items, because merely knowing the meanings of words does not necessarily lead to the ability to use them in speech. Therefore, an important factor is the implementation of training exercises on the use of the learned vocabulary in speech as well as in reading. The use of mobile applications is the tool that allows students to perform training exercises multiple times without causing fatigue or boredom.

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PANDEMICS AS A SOURCE OF THE CONTEMPORARY LANGUAGE, ART AND LITERATURE FORMATION

Svitlana Zubenko *(Kharkiv, Ukraine)*

Any language should be considered as a living organism in which constantly appear new words. These words are called neologisms. A **neologism** (/niːˈɒlədʒɪzəm/; from Greek νέο- *néo-*, "new" and λόγος *lógos*, "speech, utterance") is a relatively recent or isolated term, word, or phrase that may be in the process of entering common use, but that has not yet been fully accepted into mainstream language. In particular, the English language is currently developing very swiftly and there is so called «neology blowup».

Pandemics as a source for neologisms formation. The history of humankind is intertwined with such devastating diseases as plague, smallpox, cholera, typhoid, Spanish flu and many others. These pandemics has always served as a source of the formation of the new words. Among them, notoriously famous word "Quarantine" which appeared in the middle of the 17th century: from Italian quarantine 'forty days'. Currently, we are going through the process of the new words formation caused by the spread of COVID-19. On Feb. 11, in Geneva, the head of the World Health Organization unveiled the name

of a new disease.*"I'll spell it,"* the director-general, Tedros Adhanom Ghebreyesus, said: *"C-O-V-I-D hyphen one nine."* Being named only on February, 11 it landed just over a month later in Merriam-Webster's online dictionary, the fastest journey from conception to formal recognition in the company's nearly 200-year history. Covid-19 and its derivatives transformed and expanded the vocabulary of our daily lives. Words like *asymptomatic* and *droplets* and *super-spreader* have moved out of the professional niche use and became a part of regular conversation, along with terms such as *red zone*, *social distancing* and *flattening the curve.* Suddenly we all became epidemiologists.
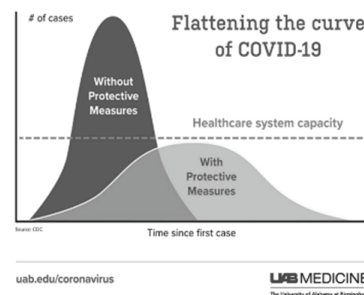
It's not just scientific and medical terms, such as *pathogen* and *incubation period*, that sprang from the professional language to wide public. A whole set of neologisms — newly coined words and expressions — such as *quarantini, zoom bombing, coronial* and *a covidiot. Quarantini* (Quarantine + Martini) - a strong alcoholic beverage that is made when people are quarantined. *Zoom bombing* - the act of raiding a Zoom call, usually on school related calls by posting pornography or otherwise offensive content. Scientists believe that we might witness a birth boom and the new generation, which will be conceived during the quarantine time, when people were locked in their houses, will be called coronials. *Covidiot* - someone who ignores social distancing measures or stockpiles toilet paper. *Coronovirus* even got it's nickname and a funny face, which can be often seen in Instagram. Miss Rona / The Rona is an abbreviation used for the coronavirus. Some have called it "Miss Rona," adding the "Miss" to denote personality to the virus. Others simply call it "the Rona," a plain reference to its full name.

Pandemics in Literature and Art

For thousands of years, in the times of uncertainty people are turning to literature, trying to find solace, discharge, support, and also find the answers to pressing questions. Currently it is becoming increasingly relevant as well.

Today, when the world is living through the most devastating in the recent times pandemic, many and many of us are turning to poetry as a source of inspiration and stoicism, trying to draw the picture of the world AFTER, which gives the hope and desire to live.

On March 27th, 2020 the News broadcast on RTE channel was finished with the poem written by one of the Ireland's most famous poets Derek Mahon "Everything is going to be all right".

> *How should I not be glad to contemplate*
> *the clouds clearing beyond the dormer window*
> *and a high tide reflected on the ceiling?*
> *There will be dying, there will be dying,*
> *but there is no need to go into that.*
> *The poems flow from the hand unbidden*
> *and the hidden source is the watchful heart.*

However, despite the fact that this time the humanity faces huge challenges, it is not the first time the humanity faces the pandemic.By exploring the motif of plague and pestilence in Literature it is worth to say that it has a long lasting tradition starting from Bible where the fears of people in front of infectious diseases of unexplainable origin are expressed. Plague and pestilence, at that time, were viewed as a punishment for sins. "All through Old Testament plague is regarded <…> as a direct consequence of God's anger" (Crawfurd, 1914). "But while the meat was still between their teeth and before it could be consumed, the anger of the Lord burned against the people, and he struck them with a severe plague."

(Numbers 11-12:33). Also, the motif of plague can be tracced in the works of Jack London "The Scarlet Plague", Camus's novel "The Plague" and etc.

Very similar interpretation of plague and pestilence can be seen in the **painting** of Nicholas Poussin (1593-1665) "The plague of Ashdod" in which there are terrifying images of swarms of rats, invading the city, dead and dying of every age at the streets, priest, a dead women with bared breasts lying between two infants, one of which is dead. Here again the pestilence is figured as a sign of God's displeasure. And "An angel is the agent by which HE spreads the plague" (Crawfurd, 1914).

Emergence and spread of any pandemics has always been accompanied by the development and formation of the language, art and culture. Currently, we are living in the era, when the outbreak of the world pandemic caused by COVID-19, as many other pandemics, which have been happening during the history of mankind, caused the global changes in the world and is getting its reflexion in the field of language, art and literature.

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SOCIAL MEDIA LITERACY

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Nowadays, media space has expanded from published|/printed media and broadcast: radio and TV, to a variety of digital media provided by the Internet, which has also changed a role of media consumers: from listeners, readers or audience to creators and sharers of information, especially when using social networks. During the last decade social media, including various social networks, gained its popularity among teenagers and young people, i.e. so-called generation Z, that is proved by the classroom research done while delivering workshops on media literacy for various target groups of students. On the contrary with teachers and postgraduate students who prefer to use published media and those found in the Internet, undergraduates spend up to 19 hours per day in social networks. The younger

the students, the more desire to spend much time in various social media is that may be explained by teenagers' active search of their identity. That is why special attention should be paid to developing social media literacy.

Generally, media literacy can be considered as the process of accessing, critically analyzing media messages, and creating messages using various media tools, including digital ones. Media literacy helps to interpret the meaning and intentions of the mediated messages and provide clues about how to treat the media and online social media, in particular. Social media literacy is aimed at raising awareness of social media benefits and its possible threats, including cyberbullying; developing knowledge of a set of rules and norms of communication in social media known as a Netiquette, understanding of so called "filter bubble" as well as know how's of breaking free from it etc. The key to social media literacy is critical thinking, analyzing and ongoing evaluating, especially when sharing information and communicating, and constantly staying alert, that will provide effective and safe communication, while being in various social networks.

The majority of users of social media such as Facebook, Instagram, Google and YouTube have no idea why they see there what they want to see or read. However, it is the first sign that a user is in so called "filter bubble" [2] due to the special algorithm applied by websites to track actions of their users: what users search for, what they click on, what they 'like' or 'dislike', what they comment on. The algorithm can also trace users' location. Everything that contradicts your beliefs, according to machine's decision, is filtered out. From one perspective, it defends a social media user from overloading and being lost in the information, from the other, one can miss important information, being shielded from different perspectives on the issues researched that in its turn, may lead to cognitive distortion and confirmation bias, i.e. the tendency to look for information that confirms someone's beliefs or to defend their point of view. Some tips to break free from your own filter bubble are recommended:

- "Be aware that the information to which you are exposed is often determined by your own preferences;
- Question yourself: Why would someone have an alternative point of view? How do they support their statements? Deliberately seek out alternative information from new and various sources.
- Question the sources, even if they are posted by your friends on Facebook
- Challenge yourself with various sources and different points of view" [1].

The other disadvantage, if not a threat of social networks is easy access to, and availability of the information shared in social media. As a machine can predict your behaviour, read your comments, see your likes or dislikes, pictures etc., these actions can be done by any human being. The more information you disclose, the more vulnerable to cyberbullying you may become. Cyberbullying is referred to abusive, threatening or bullying messages sent to you online by people you know or by strangers. They can cause irritation, anger and even fear sometimes. Frequently the victims of cyberbullying are teenagers who often avoid asking help from parents, being afraid to lose access to social media as a result of parents' "punishment". So, they should be taught to stay alert, be careful and think critically when

sharing any personal information. The freedom of delivering messages by them on social media should be controlled by parents and/or appropriately filtered by a machine to preserve the societal norms and values.

Ultimately, social media literacy and critical thinking can help young social media users better interpret the messages and feel safe in various social networks.

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LIST

ELT IN UKRAINE: NEW WAYS TO SUCCESS

2020 National TESOL-Ukraine Convention

ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ В УКРАЇНІ: НОВІ ШЛЯХИ ДО УСПІХУ

2018 Національна Конвенція ТІСОЛ-України

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