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EDITED BY

D.SC. NATALIIA VASYLYSHYNA

**CURRENT THEORY AND PRACTICE ISSUES
OF TEACHING FOREIGN LANGUAGES
AT UNIVERSITIES
IN GLOBAL DIGITAL EDUCATIONAL SPACE**

Warsaw 2021

**CURRENT THEORY AND PRACTICE
ISSUES OF TEACHING FOREIGN
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GLOBAL DIGITAL EDUCATIONAL SPACE**

MONOGRAPH

Edited by D.Sc. Nataliia VASYLYSHYNA

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Current theory and practice issues of teaching foreign languages at universities in global digital educational space

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The collective monograph "Current Theory and Practice Issues of Teaching Foreign Languages at Universities in Global Digital Educational Space" presents six sections developed based on the results of the author's research. The main scientific and methodological developments of the foreign languages cathedral community are presented in the collective monograph, which are included in this collection. The manuscript, in particular, is devoted to the problems of language training of students of non-philological specialties of the classical university, which make up the vast majority of educational learners studying in Ukraine. Papers of the edition raise the issue of organizing effective language learning in the realities of the modern world, which faced the need to introduce a digital tool in the frame of the educational process. Possibilities of using computer technologies, social networks in the formation of speech skills, professionally oriented language learning, learning aspects of language, development of linguistic and cultural skills, local lore competence are studied. This collection is aimed at scientific and pedagogical workers of higher education institutions, practical workers of the educational branch, scientists, students.

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INTRODUCTION

In the context of increasing and deepening international contacts in various spheres of socio-political, economic and cultural life, the university is faced with the task of preparing graduates fluent in foreign languages. Successful integration of specialists into the world scientific and professional community is possible with proficiency in foreign languages at a sufficiently high level as a means of intercultural communication, a tool for obtaining new knowledge, the working language of international conferences in order to present the scientific community with the results of research activities and exchange experience.

The monograph “Current theory and practice issues of teaching foreign languages at universities in global digital educational space”, prepared by a team of authors - teachers of the Department of Foreign Languages of the Faculty of International Relations of the National Aviation University, explores a number of pressing problems associated with teaching foreign languages in higher education: the problems of choosing methods and means of teaching, the implementation of interdisciplinary connections, moral education of students in the studying course, etc.

The publication, devoted to a number of theoretical and applied aspects, is intended for bachelors, masters, graduate students, teachers and researchers interested in the theory of text, methods of teaching a foreign language, translation problems, general linguistics, linguodidactic foundations of teaching and the peculiarities of teaching a foreign language at different levels of student training.

The objectives of the monograph:

- to reflect the topical problems of teaching the disciplines "Foreign language", "Foreign language for professional communication", "Second foreign language";
- to reveal the current level of the study of language in action, the problems of the development of the linguistic skills of the future communicative leader;
- to create an innovative approach to the concept of foreign language education;
- to describe interactive teaching models based on a dialogue of methods, a metamethodical approach to the formation of a culture of dialogue between individuals, taking into account the anthropological, communicative-activity approach in choosing a methodology for teaching a foreign language, business and intercultural communications, rhetoric, ethnolinguistics, cultural linguistics in a multicultural world.

The structure and content of the collective monograph “*Current theory and practice issues of teaching foreign languages at universities in global digital educational space*” are presented in six sections.

The Section 1 “*Problems of theory and methods of teaching foreign languages in the professional field*” examines the goals and objectives of teaching a foreign language at the university at the present stage, provides an overview of the principles of teaching a foreign language in higher education, analyzes the content of education at different levels of training, and describes modern methods

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and technologies of teaching a foreign language. The authors *Voytko T.V., Cherniuk A.P.*, contributed in it with “Typological characteristics of an advertising slogan: content component and communicative task”.

The next work in this section continues theoretical issues on methodology of teaching languages. In “Features of Teacher’s Influence on Students’ Motivation to Learn a Foreign Language in the Conditions of Online Learning” *Panchenko S.A., Shestopalova I.O.* state that not only do teachers guide students in academics or extracurricular activities, but also imparts knowledge, good values, tradition, modern-day challenges and ways to resolve them within students. As a teacher, one must bring out the best in students and inspire them to strive for greatness. Students are considered as the future of the nation and humankind, and a teacher is believed to be a credible guide for their advancement.

Melnyk Y.Y., Slobozhenko R.A. in “Activation of student imagination as an efficient method of teaching writing in a foreign language” set forth strategies to inspire students to write well and some key points when teaching a formal writing style to students. The authors emphasize that writing is an act of communication foremost, it is one of those skills that deeply requires students to be motivated. So the teacher is to decide which teaching strategies, exercises, or activities will help them develop these skills.

The Section 2 of the monograph *“Problems of theory and methods of teaching a foreign language as a second foreign language”* discusses the use of modern methods and technologies of teaching a second foreign language in practice. *Zachepa I.M., Mykhailova V.I.* presented their considerations on the topic in “Peculiarities of teaching second foreign language in a context of digital learning process (based on German language)”.

In Section 3 *“Innovative technologies in the study and teaching of foreign languages”* *Vasylyshyna N.M. and Honcharenko-Zakrevska N.V.* in “State-of-the-Art Digital Enhancements in Mastering Foreign Language Skills Sufficient for Modern University Students” claim that the formation of the foreign language communicative competence of students today relies much on information technologies which have a significant didactic potential, which make it possible to involve students in foreign language professional activities, develop language knowledge and speech skills, use electronic reference materials, dictionaries. Information technologies provide each student with an individual working method when performing practical work, information resources, methodological and control materials, time resources, the possibility of individualization and differentiation of the learning process, high motivation to work with modern information technologies. *Skyrda T.S.* develops the ideas on “Patriotic education of future bachelors in international relations based on tutoring business foreign language”. Should schools attempt to cultivate patriotism? And what conception of patriotism should drive those efforts? Is patriotism essential to preserving national unity, sustaining vigorous commitment to just institutions, or motivating national

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service? Is there a genuinely virtuous form of patriotism that societies and schools should strive to cultivate? The author addresses these questions as they seek to understand what role patriotism might legitimately play as an aspect of education of future bachelors in international relations.

The Section 4 *“Theoretical bases on adequate translation issues”* is devoted to translation problems. Senior lecturers *Verkhovtsova O.M., Golodniuk A.A. and Kutsenko O.V.* studied the possible ways of rendering the meaning of the sentence by preserving its logical stress, emphasizing certain components and communicative organization. Learning to recognize and distinguish the topic and the focus is necessary for the logically correct construction of the text, because one of the criteria for the correct transfer of the text in translation is its structure, and hence coherence, logic, integrity. The English and Ukrainian languages belong to different groups of languages, analytical and synthetic respectively that’s why grammatical relations in them tend to be conveyed differently. The results of the studies are put out in the article *“Ensuring the quality of translation trough adequate transmission of the structure of the utterance”*.

Another work in this section *“Cognitive approach to translating Japanese-English onomatopoeic words: finding parallels”* by *Rzhevskaya D.O.* offers different strategies and solutions for translating onomatopoeia in the Japanese-English literature. Sometimes, such translation will not be based on one-to-one correspondences, and will vary depending on the context, the genre and the type of onomatopoeic word with no direct equivalent in the target language.

In the Section 5. *“Current issues of modernization processes in the educational and scientific space of Ukraine”* the article *“The use of modern information technology in teaching foreign languages for the students of international relation department”*. by *Lazorenko N.L., Zhudro O.V., Romanova S.V.* speaks on the training a competent and competitive specialist for the modern labor market. The need for specialists who speak at least one foreign language at a high level increases the need to study foreign languages in non-language universities. This is especially true for the International Relations students, whose future specialty is inextricably linked with international contacts.

The Section 6. *“Virtual educational environment in the system of professional foreign language training”* includes two works devoted to the use of modern methods and technologies of teaching a foreign language in practice. The group of authors *Gundarieva V.O., Hlutska T.V., Kolesnikovych K.A., Sandovenko I.V.* presented *“The role of videos in teaching English during the COVID-19 pandemic”* in which they laid out the ways of the effectiveness of the use of information technology in teaching a foreign language in the process of organizing students' independent work. They insist on the concept of end-to end organization of independent work of students, based on the unity of conceptual, design, diagnostic, value-motivational, organizational, semantic, technological, monitoring, system-forming structural components.

**SECTION 1. PROBLEMS OF THEORY AND METHODS OF TEACHING
FOREIGN LANGUAGES IN THE PROFESSIONAL FIELD**

**1.1 TYPOLOGICAL CHARACTERISTICS OF AN ADVERTISING
SLOGAN: CONTENT COMPONENT AND COMMUNICATIVE TASK**

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Abstract. The study of speech game in philosophical and linguistic aspects allows us to note that implemented by means of all language levels, speech play presents anomalous phenomena of language functioning, helps to understand the inherent in the language system and reflected in spoken language contradictions and ambiguities of language units. The use of language games in advertising texts, in addition to the actual pragmatic function, due to the intrusiveness of advertising, promotes a fairly rapid penetration of innovations in structure and semantics in everyday communication, replenishing the commercial lexicon of the average person. Accordingly, the importance of the advertising role as a socio-cultural phenomenon is undeniable, with the help of modern mass media it has a formative effect on the mass consciousness, becoming a mandatory component of the modern cultural world. It is necessary to give a typological classification of the advertising slogan, taking into account the definition of the genre, which should be understood as forms of texts characterized by stable features depending on the specifics of the project, type of presentation of the addressee, presence or absence of characteristic compositional features.

1. Introduction

Regarding the fact that the genre is a form that to some extent provides a way to convey certain information in particular conditions, representing a combination of meaningful (a number of generalized ideas about the nature of the author's attitude to reality within a typical idea), stylistic (structural features of the content) and situational components (extralinguistic typicality of the representation), we consider it possible to give such a typological classification of the advertising slogan as a genre-forming type of the text with an emphasis on one or another component.

The typology of advertising slogans taking into account the target tasks for advertising influence and psychological and communicative functions is presented in detail in A.D. Soloshenko's study [8].

The author classifies slogans depending on the functions performed by them at each stage of advertising communication (attention / perception - interest - understanding - memorization - persuasion - action) and taking into account the

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main types of suggestion identifies almost fifty types of advertising slogans: protective, applicator, causative, evocative, selective, provocative, affective, attractive, argumentative, perlocutive, fascinative, identifiable, etc.

2. Communicative task

Analysing of existing works on the study of structural features of the advertising slogan [5; 3; 8; 2; 1] showed a sufficient degree of study of this topic and the lack of its difficulty in translation. Considering the multiplicity of existing criteria, we will limit ourselves to the main principles of the structural-syntactic classification, which presents the following types but are quite difficult in translation:

1. Advertising slogan-word:

- *Relax (Rover cars)*

2. Advertising slogan-phrase (syntagm), which includes various phrases (verbs, nouns, prepositions, etc., which, in turn, have their own division):

- *Just for the taste of it (Coca Cola)*

3. Advertising slogan-sentence also covers several types, which are divided into subtypes, such as:

3.1. by the nature of the attitude to reality, which is expressed there (affirmative, negative);

3.2. for the expression purpose (narrative, exclamatory, motivating, interrogative);

3.3. by the content (simple, complex, complex of different types, depending on the contracted sentence);

3.4. by the presence of one or two organizing centres (single (nominative) and double);

3.5. by the presence or absence of minor members (common, uncommon);

3.6. by the presence or partial absence of all the necessary elements of this sentence structure (complete and elliptical, which fall apart into incomplete with the omission of the subject and verbs-connections);

3.7. Advertising slogan consisting of several sentences.

The classification of advertising slogans, which is based on the criteria of the advertising object, includes:

1. *corporate slogans (corporate)*, advertise large companies and organizations that create their image;

2. "*a bill-matter slogans*", slogans on posters that present the famous personality of the audience;

3. *fictional slogans*, slogans that promote movies and video content;

4. *political slogans*, slogans that promote politicians, political currents and groups.

3. Content component

We consider it possible to give the following classifications, in which the core is the nature of the author's attitude to reality within a typical concept, i. e. the substantive component of the genre concept:

1. Ambitious and aggressive. It attracts with its bright emotional colour and contains a challenge:

- *Give us 22 minutes and we'll give you the world (radio WINS Radio NY)*

2. Banal. It uses stable phrases and expressions:

- *Forever yours (Eastman Kodak Co. cameras)*

3. Entertaining. It uses various stylistic devices, including language play:

- *Eye it - try it - buy it! (Chevrolet cars)*

Based on the strategies of existing advertising schools, slogans can be classified according to belonging to the "School of creating a unique trade offer", "School of trade image", "School of consumer attention".

"School of creating a unique trade offer" Rosser Reeves presents logical conclusions, explanations, just statements about the uniqueness of the product or service, demonstrating the superiority of the advertised product over others, in connection with which the competing product fades against the advertised:

- *Nobody makes better tea than you and Five Roses*

The "School of Trade Image", created by David Ogilvy, strives to create a strong and memorable image and uses bright and visible slogans. Ogilvy names eight ways to create a brand of goods i.e. steps in the formation of the image:

1. Use of personal names:

- *Have you driven a Ford lately? (Ford Vehicles)*

2. Use of geographical names:

- *Ads work harder in the new Granada (Granada advertising agency)*

3. The use of neologisms:

(Name *Kodak*, invented by J. Eastman)

4. Use of initial abbreviations:

- *MGM means great movies (film studio MGM (Metro Goldwyn Mayer))*

5. Transfer of the company name to the product name:

- *Go well, go Shell (Shell motor oil)*

6. Introduction of foreign words that give the reclamation meaning (French words are often used in the name of perfumes and cosmetics, food):

- *Carte Noir. French for coffee (coffee Carte Noir brand)*

7. Name based on the lexical meaning of the selected word, which has positive connotations:

- *If it's got to be clean, it's got to be Tide (Tide washing powder from English tidy - neat).*

"School of consumer attention" uses various means to interest a potential consumer as the ambiguity of words, puns, rhymes, special graphics, play with colour, music, etc.:

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- *How do you spell relief? - R-O-L-A-I-D-S (analgesic Roloids)*
- *Grace space ... pace (Jaguar cars),*
- *It beats as it sweeps as it cleans (Hoover Vacuum Cleaners).*

The classification based on the motive in advertising is based on the criteria developed by the American psychologist Abraham Maslow in his positive theory of motivation in the book "Motivation and personality", published in 1954, in which he proposed a classification of human needs and desires, which, in turn, can be seen as a set of factors that contribute to communication, which is advertising (Maslow 1999). Maslow's Pyramid is based on empirical data obtained both clinically and experimentally, and includes five basic needs, between which a clear hierarchy is established i. e. physiological needs, security needs, belonging and love, self-esteem and self-affirmation.

According to A. Maslow, it is necessary to first satisfy the "basic" need, then there will be the next, "higher", which will be a determinant of behaviour as quenching hunger, a person has a need for self-preservation, when self-preservation is provided relevant, a person begins to feel the need in love, then in respect, and finally in self-affirmation.

The hierarchy of needs proposed by A. Maslow is not comprehensive, but allows us to touch on some provisions of motivation, because the very existence of needs is taken into account in the practice of communicative influence [6, p.7].

This model is topical because it contributes to the understanding of many motives, concentrated in the advertising slogan:

- Physiological needs are related to the daily level of human existence and rarely become the subject of rational influence, there are more feelings, emotions, physical sensations. A well-known advertising postulate says: *"Sell not a piece of meat, but the smell of steak, hissing on the pan."* The influence here is directed on physical sensations, the direct sensory experience.

- The need for self-preservation, which is an important motivating force, involves rational and emotional motives i.e. security, reliability, confidence at the personal, domestic, social levels, the desire to be healthy, the motive of comfort and relaxation. Various social institutions use advertising to try to strengthen people's sense of confidence and security. In addition to safety, the need for self-preservation includes the motive of health, and in advertising it affects not only those who are ill, but also those who want to maintain good health.

This motif is also leading in the advertising of food with an emphasis on quality, in the advertising of hygiene products (healthy teeth, healthy hair, healthy skin, etc.), various publications, institutions designed to promote and maintain health, sporting goods, certain types of clothing, tourism. Closely related to the need for health is the need for comfort.

- The motive of comfort and rest is a natural human need, and therefore in the texts of advertising produces a strong influential effect. Advertising of household appliances, household items, furniture, cars and so on is based on this motive.

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- The level of need for love includes, on the one hand, the need for commitment and love relationships, and on the other hand, the need for spiritual intimacy, the desire to communicate, care for parents and children, their protection and creating an atmosphere of confidence.

This motive is also key in the texts designed to determine belonging to a certain group, the themes of which are the ownership pride, manner of dress, life values and aspirations and luxurious cars. The need for love is actualized in the texts of advertising with a sexual motive, which implies that when using the advertised product or service, the attractiveness of the recipient for the opposite sex will increase. This motif is widely used in advertising clothing, toiletries, cosmetics, perfumes, jewellery.

The need for self-esteem and self-affirmation, especially in the eyes of others, appear in the advertising of goods of prestigious brands, buying which, the recipient, in addition to gaining visible benefits, increases self-esteem and status in the eyes of others. The motive of self-affirmation is actualized mainly in image advertising, in advertising of brands that represent not essential goods, but premium goods, mainly jewellery, expensive watches, drinks, cars and so on.

4. Survey methodology

The motivational side of advertising communication is the relationship between the motive of the sender of the advertising message, which is to manage the activities of the recipient, and the motive of the recipient, which is to meet the life needs.

According to the leading incentives that underlies the advertising message, slogans can be divided into:

1. Rational, which includes facts, figures, indicators, characteristics that they are easy for translation;
2. Sensitive, evoke feelings, emotions, sensations that are sometimes quite difficult in rendering to the target language.

With regard to advertising slogans, it can be seen that the advertiser is given the opportunity to realize their communicative intention in several ways. Communicative tasks of the slogan, the psychological basis of its impact on the recipient and the peculiarities of the language functioning are in some connection.

The realization of the intention of the addressee in the process of generating the slogan is associated not only with the whole background, which determines its semantic quality, but also with the achievement of the goal, the ultimate effect of which is to establish mutual understanding between communicators, actions that may follow in accordance with the content of the communicative act. According to the differences in the language design of advertising slogans can be divided into several groups:

1. Slogans-advice (disguised as advice-statements);
2. Slogans-judgments;
3. Slogans-presentations.

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Slogans in the first and second groups are motivating language acts, but not all of them are characterized by the same degree of motivation.

5. Findings

In the first case, the addressee, encouraging the consumer to take pleasant action, implicitly encourages him/her to make a purchase of goods, i.e. to act in accordance with pragmatic guidelines.

Otherwise, the advertiser avoids an open call. This slogan contains explicit information about the uniqueness of the proposed product in comparison with similar products from other companies. Obviously, such slogans implicitly contain a call, an incentive to buy the product.

The third group of slogans is characterized by a structure when the name of the product is adjacent in the form of opposition to a special kind of explanation, which is often metaphorical. With such a construction, the whole slogan acquires the character of some definition. The synonymic relationship is artificially established between the left and right parts of the slogan.

According to the author's idea and extralinguistic typicality of the idea, slogans can be divided into three categories:

1. company slogan (corporate / institutional) which is translated with the help of literal translation;
2. slogan of the advertising campaign which is translated with the help of literally translation;
3. slogan associated with the offer of a particular product or service which is translated with the help of word-for-word translation.

Each of them has specific characteristics. The company's slogan is in principle not subject to change. It is part of the company image, and its change is a change of image, usually undesirable. The company slogan seems to express its "philosophy" or emphasizes the dignity of the product produced by the company:

- *Think Different. (Apple)*
- *DHL. We Move the World (DHL delivery service)*
- *L'Oreal. Because You're Worth It. (cosmetic company L'Oreal Paris)*

The brand slogan often acts as a company logo, constantly retaining its graphic form, or the logo appears in the form of a company logo, emblem, where the company slogan is often either suits this image, or is next to it and is rendered directly.

The slogan of the advertising campaign and the trade slogan are very close to each other. The difference is that the slogan of the advertising campaign applies to the entire campaign, as if giving it a "title".

A trade slogan is directly related to a specific product or service. These types of slogans are used as the title of the advertisement or the commercial.

According to the duration of use, slogans can be divided into strategic and tactical. The first are designed for the long term or even for as long as the brand exists.

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The use of the latter is associated with positioning adjustments, seasonal changes (sales, new collections) and etc. A tactical slogan does not necessarily "cancel" a strategic one. According to marketers, if the strategic slogan does not change for about ten years, it works even without the brand name and logo, continuing to live in everyday language. In such cases, consumers themselves involuntarily "continue" the campaign, becoming a kind of advertising media.

6. Conclusions

Summarizing the above, we can say that the advertising slogan has the following requirements:

- should fit organically into the corporate identity of its owner and contribute to the formation of its image;
- should take into account the peculiarities of the client market of the company, the target audience, be clear and close to it;
- should be original and good to remember;
- should have an intense emotional colour;
- should correspond to the lifestyle, the system of values that have developed at the time of its use.

The slogan is designed to simulate some elementary situation of the denotative sphere, ideally it can become a sign of the situation in the minds of consumers. In this case, it acquires a certain viability, which fully contributes to the intentions of the addressee.

The successful implementation of the pragmatic attitude of the advertiser is greatly facilitated by the use of various rhetorical techniques in advertising slogans.

Thus, despite the conciseness of the form, the advertising slogan is the most important architectural component of the advertising message. It contains expressive and evaluative information, has a powerful emotional impact, is widely used by the advertiser as a means of language influence.

The advertising slogan has the main stylistic features, such as conciseness, clarity, clear rhythmic organization, as well as such extralinguistic characteristics as frequent repetition, seriality, which allows us to conclude that it belongs to the class of verbal texts used in similar communicative contexts and has borders of variability and use, common structure and performed communicative function. The considered types of slogans, combined with subject-content characteristics, form the basis of the advertising slogan genre based on their own structural-compositional and stylistic features, designed to ensure the implementation of communicative and pragmatic functions in the advertising campaign. So rendering advertisement contains some difficulty in expressing the meaning.

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1.2 FEATURES OF THE TEACHER'S INFLUENCE ON STUDENTS' MOTIVATION IN THE CONDITIONS OF ONLINE LEARNING

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Abstract. The article considers theories of motivation and their effectiveness in modern online learning. The authors reviewed both classic and modern models of motivating students to learn in the context of educational transformation, which occurred due to the pandemic and digitalization of the world, when Covid-19 affected distant learning and interaction between teacher and students online. The aim of the article is to find out the most effective models of motivation in teaching students online using various motivational techniques that aim to stimulate the work of students and teachers during the pandemic. The authors compared the most common models of motivation, tracking the behavior and attitudes of students to distant learning caused by quarantine conditions.

1. Introduction

It is well known that motivation plays a huge role in the life of every person, moves a person, forces him/her to perform a task with great desire and persistence and go to the goal. It is an integral part of any activity, in particular, the educational activity of students of higher educational institutions. It is clear that a motivated student easily achieves intellectual, creative success. Therefore, the problem of motivation has always attracted the attention of teachers and has a solid scientific basis. Well-known scientists (O. Leontiev, K. Platonov, O. Tarnopolsky, V. Yakunin) devoted their research to the study of this problem. Recently, such researchers as L. Bozhovych, N. Volkova, Merlin, H. Heckhausen, A. Markova, and L. Stolyarenko contributed to the development of the theory of motivation. At the same time, the problem of motivation was touched upon in the scientific literature not only by psychologists, educators, but also by prominent sociologists and managers: P. Drucker, A. Maslow, A. Fayol, F. Taylor, D. McGregor, M. Weber, C. Hull, F. Herzberg, M. Tugan-Baranovsky, K. Alderfer, W. Vroom, S. Adams, who turned to study the issues of motivation and its effectiveness in different areas of individual's life.

The problem of motivation in student learning becomes of particular importance in connection with the new conditions in which the educational process takes place at this stage of society life, when there is a need to rethink the issue in connection with the process of total digitalization, when all the world is working in

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the digital plane. The problem of encouraging students to participate actively and be interested in their learning is getting rather actual in a pandemic situation, when Covid-19 is leading to an active use of online learning.

The effectiveness of the distant educational process is getting more and more directly dependent on the student's consciousness and motivation. Therefore, it is extremely important to identify ways of increasing students' motivation for their study in the context of distant learning, which is associated with significant problems.

2. Digitalization effect on students learning motivation

In the new conditions of the educational process both problems and new opportunities arise. In the field of education and interaction between teacher and student the widespread use of information communications, digital platforms Zoom, Google-Meet, Google-Classroom, Skype, Moodle, Viber, through which lectures, practical classes, video conferences, streams, and other types of teaching take place. As practice and scientific research show, supporting and developing of motivation in the online format during a pandemic is a rather difficult task. In the context of distant learning and psychological crisis associated with it, a teacher must take into account the needs of the student and find special approaches to the organization of the educational process. In these situations, there is a need to find special methods of stimulating and motivating students to study, to the educational process - to join online meetings in time, to work in conditions when there is no live contact with the teacher, to apply time management and all its components for self- organization of the student, to choose an individual approach to each student, to stimulate learning with the help of the most common motivational models.

3. Classical theories of motivation in present situation

Stimulating students in educational process has always been quite a difficult task, and when we found ourselves in Covid-19 and began to live in new dimensions, motivation in general became even more complicated problem. We have a number of classical theories of motivation, mostly developed by psychologists: the psychoanalytic theory of the Austrian psychiatrist S. Freud; the "drive" theory of the American psychologist C. Hull; I. Pavlov's theory of conditioned reflexes. The most meaningful motivation theories are: A. Maslow's theory of the hierarchy of needs; D. McClelland's theory of acquired needs; needs theory of M. Tugan-Baranovsky; F. Herzberg's theory of two factors; K. Alderfer's theory (ERG theory). We should also mention the V. Vroom's theory of expectation; S. Adams's theory of justice; Porter-Lawler motivation model.

Freud's scientific discovery of the unconscious has contributed to the understanding of the role of unconscious in the motivation aspect of learning and the emotional nature of motivation, that is rather important for effective learning. This is of great importance for educational theory, is its key aspect, basis of the paradigm of education for development of the person as a whole. According to this

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theory, learning is the interaction between what students know, new information they get and the activities they are involved during learning process. Students construct their own understanding through practice, acquiring experience through interaction with the information, other participant of the educational process and reflection. For teaching implementation it is important to:

- make content meaningful for students;
- use cooperative learning, interactive lectures, active learning strategies;
- stimulate student's thinking about the topic;
- stimulate students to share ideas through conversation, debates, group projects, discussions;
- use problem-based learning;
- teach students learning strategies to raise their learning awareness.

The theory also emphasizes the need to find the right ratio of satisfaction and punishment, to deepen the teacher's capacity to understand their students, especially in terms of encouraging communication within the complex teacher-student relationship.

It should be mentioned that all these statements are relevant and acquire especial importance in the conditions of distant learning

The "drive" theory of the American psychologist *C. Hull* is based on the concept of homeostasis, i.e. the idea that the body is actively working to maintain internal balance. In his theory, C. Hull used the term "drive" or "impulse" to denote a state of stress or activation caused by physiological and biological needs. As a result of such reinforcement, the student begins to act according to certain patterns. When some changes in stimuli occur, then drives (capture, attraction) switch on in the psyche of the individual, which try to neutralize these changes and return it to its previous state. Otherwise, the individual does not accept the changes. Therefore, in order to motivate the student to work and neutralize his negative reaction (for example, unwillingness to work on educational programs) it is necessary to introduce an incentive (for example, grades, points, incentive tours, exhibitions, performances). Under such conditions, the student's psyche creates a mood to expect a reward, to which he/she eventually gets used and without which he/she can't imagine learning [9].

A. Maslow's theory of the hierarchy of needs states that people are motivated by the satisfaction of a number of needs, namely: - physiological, food, heat, shelter; - security needs, protection, order; - social needs, the need to belong to society, to be in friendly relations, to belong to any group; - the need for respect, self-esteem and respect for others, prestige, fame, recognition; - the need for self-realization, the need to fully develop their potential, creative results, achievements in learning, self-recognition. Students are engaged in self-realization, develop their creative potential, learn, reach creative heights, according to A. Maslow, this step is the highest one in the above mentioned pyramid [5].

Applying this theory to education, we should say that not all of these needs teachers can always meet. However, teachers can strive to offer students resources

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and referrals to school programs in order to satisfy as many needs as possible. Teachers should try to help students:

- feel a sense of safety, which arise from routines, clear-cut rules and predictability, clear daily schedule and order;
- provide an environment of psychological and emotional safety, foster an environment that allows for healthy levels of risk-taking, question asking and answering, open thought sharing, and healthy discussion, avoid feel fearful of judgment from other students, build trust-based relationship with their teacher.
- to show students that their hard work and effort are really appreciated;
- support the development of each student’s self-esteem and self-worth.

The teacher should make a true effort to know each student and comprehend the level of their knowledge and their level on Maslow’s hierarchy. It will help students to make progress through the hierarchy. Comprehension of each student’s basic needs is likely to lead to the teacher’s ability to help the student overcome their personal educational obstacles, allowing each student to reach their educational potential.

D. McClelland’s theory of acquired needs is a simplified model of A. Maslow’s theory. Its main emphasis is on the needs of higher levels: - the need, the desire to achieve the goal in the fastest and the most effective way; - the need of cooperation, desire for friendly relations with others; - the need for power (is acquired and developed on the basis of training, experience), is the desire of a person to control people, resources and processes [7].

According to this theory it is very important for teachers to satisfy the three major needs of students in every school setting, the desire to satisfy the need for achievement, the need for power and the need for affiliation. Thus, for the effective learning process we should take into account the necessity to provide opportunities for them. Subsequently, the teacher can meet the needs to enhance learning.

Practical implementations, coming out from the theory are:

- as for achievements: meet the student’s desire for recognition of work done well.
- as for power: satisfy the learner’s desire to be in charge.
- As for affiliation: mind the learner’s desire for interaction and acceptance.

M. Tugan-Baranovsky’s theory of needs consists of five groups of needs: - physiological; - sexual; - symptomatic instincts and needs based on external signs; - altruistic, selfless desire to work for the benefit of others; - needs of a practical nature [14].

K. Alderfer’s theory (ERG theory) combines needs into three groups: - physiological needs, security needs; - the needs of communication correspond to the needs of belonging, as well as part of the needs of recognition and self-affirmation and the need for group security; - the needs of growth correspond to the needs of self-expression and the needs of the previous group, which are responsible for the desire to develop confidence and self-improvement [7].

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V. *Vroom's theory* of expectation describes the dependence of motivation on two aspects: - how much a person wants to get; - how possible it is for her to get what she would like (how much effort she is willing to spend for this). According to this theory, the process of motivation consists of effort, performance, result. The very idea of expectation is that the effort that a person makes at work or in learning is a function of three components: expectations of labor costs; reward expectations; valence reflects how attractive or unattractive the result is for a person. It says that an individual's motivation is affected by their expectations about the future [9].

Applying to education this theory proves that we should make our teaching as close to the students future profession, motivate them professionally.

Adams' Equity Theory assumes that people subjectively evaluate the ratio of the remuneration they receive for the performance of a certain job to the effort associated with its performance and compare this ratio with that received by other employees. According to the results of the comparison they may get the feelings of either justice or injustice. In the "Equity theory" there are the following main components:

- employee - an employee of the organization, who evaluates the ratio of reward / effort and is able to feel justice / injustice;
- object of comparison - any other employee of the specified organization, which is used as a basis for comparing the output / input ratios;
- "inputs" - the individual characteristics of the employee, which he invests in his work (education, experience, qualifications, efforts to perform the work, etc.);
- "outputs" - all that the employee receives for the performance of work (salary, bonuses, benefits, recognition of merit, promotion, etc.). In the process of work, a person compares how his actions were evaluated with how the actions of others were evaluated in comparison with him [5].

Porter-Lawler's model of motivation is based on a combination of previous theories of expectation and justice, it is a complex theory, according to which there are three variables that affect the amount of reward: - effort, - personal qualities and abilities; - awareness of their role in the work process. The effort expended affects the results, according to the results the person receives external and internal rewards. The obtained results are influenced by the awareness of their role in the labor process; features, human abilities, his character, attitude to the work performed.

4. Features of student motivation in online learning

Motivation in the educational process is quite relevant for higher education institutions, because students without motivation to study will not have the inspiration, desire to improve their skills and acquire the necessary knowledge. The main motivation for students is usually to obtain professional knowledge, skills and a diploma in order to get an interesting, promising, profitable job and be competitive in the labor market.

There are two main types of motivation: the first is connected with external influences on a person, causes certain states that motivate to reach the result

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desired; the second refers to the formation of a certain motivational structure of man. This type of motivation has an educational character, it requires more effort, knowledge and skills and is more progressive.

P. Jacobson identifies several types of motivation associated with learning outcomes:

– so called «negative» motivation; by negative motivation, the scientist means motivations caused by awareness of certain inconveniences and troubles that may arise in the learning process (reproaches from parents, teachers, classmates); such motivation does not lead to successful results;

– motivation, which has a positive character, but is also associated with motives laid down outside the activity itself, is manifested in two forms: 1) in one case, such positive motivation is determined by a significant social aspiration (sense of duty to loved ones) 2) motivation that is the basis of educational activities (motivation directly related to the purpose of learning, curiosity, overcoming obstacles, intellectual activity) [8].

The formation of positive motivation of educational and cognitive activities of students is influenced by the following factors: 1) professionalism of the teacher, pedagogical skills; 2) attitude to the student as a competent person; 3) promoting student self-determination, the development of positive emotions of the student; 4) the organization of learning as a process of cognition; 5) the use of methods that stimulate educational and cognitive activities; 6) awareness of the immediate and ultimate goals of learning; 7) professional orientation of educational activity; 8) the availability of the content of educational material offered by the teacher in class; 9) constant creation and «reinforcement» of a situation of success for insecure students [7].

Students need guidance to achieve their learning goals. A teacher must form a positive motivation in students and lay a professional foundation. In order to motivate a student, teacher must have pedagogical skills - a set of properties, which provides a high level of self-organization in professional activities, such as humanistic orientation; pedagogical abilities; professional knowledge; pedagogical technique [6]. These motives are based on the interest of students in the content of the material studied and future professional activities and the process of cognitive actions that promote their self-affirmation in the social environment. They also involve motives for self-determination - understanding the role of professional knowledge, skills and abilities for future professional activity and achieving success in it; motives for improvement; personal motives: trying to get encouragement, high marks, motivation for well-being, motivation for prestige [1].

The new philosophy of teaching on the Internet in the context of Covid-19 must be promoted and approved by the teaching staff, as our educational paradigm moves to a new norm of online education instead of traditional teaching. This applies to blended learning and online learning through massive open online courses and the digitalisation of education in general. It is necessary to focus on

new forms of learning through the development of information and communication technologies, which are accompanied by such terms as «smart», «digital»; «Digitalization», or «digitalization», «digital economy» (their English equivalents are Smart; Digital; Digitalization; Digital Economy).

These new forms of teaching, which have both negative and positive effects, stimulate teachers to introduce new motivational schemes, develop new motivational theories. Motivation in the learning process in a pandemic should be the driving force that guides the student and forces him to confidently go to his ultimate goal, to achieve results.

5. Practical ways of formation of positive students motivation

How to form motivation to study among full-time students who are forced to be away from their usual classes and audiences? The teacher's task in this situation is to stimulate the student's by positive attitude to his/her personality, with the development of their positive emotions, apply new activities, make their education as a creative process.

The search for new forms of motivating students in the online learning environment gave its results, which led to the emergence of several new theories and practical recommendations regarding this problem. Modern pedagogical science has indeed developed a number of models for organizing distant learning, which are aimed at increasing students motivation. These include:

1. John Keller's ARCS model. The model name is derived from the abbreviation of the words Attention - Relevance - Confidence - Satisfaction. The concept of the model is quite simple - capturing attention, the formation of a sense of significance, self-confidence, and, as the final result, satisfaction from the obtained learning outcomes.

The following relevance strategies were suggested by Keller in the ARCS model of motivation:

– link to previous experience, which gives learners a sense of “continuity”, makes them realize that they are really expanding their knowledge base, makes them believe that learning is successful, and not a waste of time. All that keeps them motivated.

– perceived present and future usefulness, which prove the students that learning these things will equip them with new skills that will help them to resolve their current and future issues.

– modeling. Set an example and offer presentations by those who may present them with a model of success. Knowing that other people have successfully applied the particular piece of knowledge or skill presented, motivates learners to perceive the eLearning course as useful and as the first step towards their personal success story.

– giving learners choice upon their own instructional strategy is another factor that increases motivation.

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– It is also emphasized that teachers should develop a sense of confidence in students, make them believe that they can be successful; encourage learners and immediately show them their progress and provide feedback.

2. Keller ADDIE - Model of motivation increasing. It is an abbreviation of Analysis - Design - Development - Implementation - Evaluation [9]. The goals and objectives of the course are determined at the analysis stage, the curriculum and teaching methods are formed in the design process. Development means the creation of content defined by the program; implementation means the learning process itself, and evaluation implies summing up the results of the training course with subsequent analysis, which returns the procedure to the first stage. Such a cyclical design scheme provides good results and comprehensively solves the issues of constructing training sessions and the course as a whole.

3. SAM model is an abbreviation of Successive Approximation Model, which is a successive approximation of model. It was introduced as an alternative to ADDIE. The process using this model requires fewer steps in a larger structure. SAM consists of three main stages, containing together eight stages (in the classic version of the model).

4. Model SMART - Specific - Measurable - Attainable - Relevant - Time-bound - declares that goals must meet the needs of students, and, therefore, be specific, measurable, achievable, relevant and time-bound. The term “Specific” requires that goals be clearly defined by answering the questions: who is involved, what task needs to be completed, where the task will be completed, why the task is important, what constraints and requirements should be considered. Measurability establishes criteria for measuring progress and goal achievement by answering questions such as: how should this be accomplished and how to measure success? Achievability requires an assessment of the feasibility of the goal. The final term "Time Limit" defines the time frame for achieving the goal.

5. The ALD (Agile Learning Design) model emphasizes the speed, flexibility and cooperativeness of development - a systematic method of project implementation that emerged as a result of software development. Like SMART, ALD has been successfully applied in the field of pedagogical design. Fast results are achieved through the collaboration of various stakeholders - a diverse team. Unlike ADDIE, the ALD model is more adaptive to the course design and development process. It provides an iterative, proactive learning cycle that focuses on target audiences rather than processes. The model is adaptive, allowing you to evaluate the prototype more often and run a sufficient number of tests.

6. Survey methodology

During the Covid-19 pandemic, students and faculty found themselves in difficult situations to deal with while learning online, especially motivation and issues related to the implementation of motivational theories to stimulate students. The aim of the survey was to find out if classical and modern theories of motivation to work in

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the current conditions of study, whether the teacher can influence the virtual student through Skype, when there is no offline emotional contact and everything goes in virtual mode, dependent on factors such as hard time management, video recording lectures, clear presentation of the material, lack of offline communication, constant monitoring students by management. We tried to compare the different models of motivation and to define those ones that fit online education best of all. At the same time we aimed at working out some recommendations for dealing with the students motivation in the situation of full digital education. All procedures were conducted with the help of questionnaire, offered both to students (totally 48) and teachers (totally 35). Students, unaware of survey objectives, were asked to fill in questionnaires as a part of their course assignment.

7. Findings

According to the research carried out the combination of the Porter-Lawler model and the theory of A. Maslow brings the most effective results in students motivation development. Although all the analyzed theories are tightly linked and A. Maslow's theory is the basis for others. Modern models of increasing student motivation in the context of distance learning - John Keller's model of increasing student motivation (ARCS), models of pedagogical design (ADDIE, SAM, SMART, ALD) - are quite effective and deserve the attention of teachers.

Analysis of the results of students and teachers survey showed that the distant learning greatly influence the individual development of students, motivating them to develop the skills of planning, organizing their individual work, ability to cope with learning materials, develop in students strategies of systematization, generalization, planning, provide practice of formulating and expressing personal opinion, on the whole stimulate their cognitive development and creative thinking. All abovementioned allows us to declare that distant learning is rather prospective direction in the process of development of modern system of education, and can be successfully integrated into it and complement it.

8. Conclusions

The experience of the educational process in the situation of distant learning revealed not only the problems, but also a number of interesting opportunities, proved what important role in the education of students can be played by motivation, implemented in a modified learning process. It should be noted that effective teaching, even with the use of the most advanced information technologies, is impossible without constant interaction between the teacher and students, which today requires a new format: the creation of webinars, the organization of group and project work, etc. An important role in motivating students belongs to pedagogical design - a systematic approach to the formation of curricula and courses that convey the necessary information as fully as possible in a form accessible to the student. Thus, distant learning provides completely new opportunities for creativity and the teacher is given the main role in this process.

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Gradual development of the motivational area inside the distant education can create favorable conditions for its effective implementation. The motivation to distant learning should be focused on the active participation of students in their learning process, which will cause their positive emotions, support satisfaction and bring good learning results. Thus, motivation is defined as the key factor of students learning and personal development in the context of distant learning process.

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1.3 ACTIVATION OF STUDENT IMAGINATION AS AN EFFICIENT METHOD OF TEACHING WRITING IN A FOREIGN LANGUAGE

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Abstract. The article deals with the issue of enhancing the imagination as an effective technique for teaching writing in a foreign language. The important role of the use of imagination in maintaining the students' motivation to study is noted due to the creative nature of tasks, the removal of psychological barriers in the assimilation of foreign language material, a positive emotional background in the classroom, increased involuntary attention and memorization. Examples of texts and tasks for teaching foreign language writing are given, which stimulate creativity, imagination, extraordinary thinking of students. It is concluded that when teaching a foreign language writing, appealing to the imagination of students, the didactic sequence involves two stages when creating a written utterance: 1) familiarization with a sample text borrowed from fiction, journalistic, popular science literature / written by a teacher for educational purposes; 2) the implementation of post-text tasks developed by the teacher and aimed at forming certain language skills and developing speech skills. By activating the imagination of students, the sample text is a catalyst for the students' subsequent educational activities: it determines the direction of thought, provides a creative approach to completing tasks, suggests the choice of speech means necessary for the implementation of a creative idea.

1. Introduction

One of the effective techniques in teaching any subject is the active use of imagination in the educational process – the reflection of reality in new, unconventional, unexpected combinations and connections; transformation of existing ideas, which ensures the creation of a new, previously unknown situation; establishing incredible connections of objects and their characteristics. It is well known that imagination maintains and enhances interest, since the educational material takes on a vivid and imaginative form, and the presence of interest is one of the main conditions for successful implementation of the educational process and evidence for its correct implementation.

This idea became known in the didactics a long time ago, and its practical implementation is even depicted in works of art. For example, the hero of K. Paustovsky, a geography teacher, had bottles of yellowish water on the table in the classroom. Each bottle had a sticker: "Water from the Nile", "Water from the Mediterranean Sea" ... There was water from the Volga, the Thames, Lake

Michigan, the Dead Sea and the Amazon. The teacher demonstrated these bottles in class and told how he personally filled the bottle with the Nile water near Cairo. "Look how much silt is in it! – he said. – Nile silt is more expensive than diamonds. The culture of Egypt flourished due to it." Over the years, the students learned that the bottles contained ordinary tap water, but the teacher believed that the stories associated with the bottles gave an impetus to the development of children's imagination.

In everyday pedagogical practice, the resources of activity based on imagination are not used sufficiently. This applies to both the instructor's methodological toolkit and the operational style of students' work. This state of affairs significantly impoverishes the educational process and reduces its effectiveness. It is well known that in modern realities, characterized by the presence of huge amounts of information, it is not so much the task of accumulating knowledge that comes to the fore, but the need to master the skills to interact with this knowledge, transform it, and generate new ideas on its basis.

All this is possible only with creative thinking, which presupposes a developed and functioning imagination. The purpose of this article is 1) to remind the role of imagination in teaching foreign languages in general and foreign language writing in particular; 2) to illustrate theoretical provisions with specific examples of tasks that involve the imagination of students and thus intensify the assimilation of language material and the formation of communicative competence in intellectually active creative activity.

2. The role of imagination in mastering a foreign language

Mastering a foreign language is in many ways a set of creative acts which are also impossible without imagination. The images generated by the imagination should always be positively colored. They take students beyond the framework of their everyday life, their usual existence, appeal to pleasant memories, draw bright future. That is why tasks that suggest dreaming (about an exciting journey, an ideal job, buying a house, etc.) and involving the development of certain language means are actively used in the methodology of teaching foreign languages. Dreams (pleasant reflections on the future, images of the desired future) implement the psychotherapeutic function of imagination, regulating the emotional state of students, which in this way partially satisfy some needs and are freed from the tension generated by them.

The activation of imagination in the learning process plays a compensatory role: thanks to it, what students are deprived of in everyday life is realized. It is about the opportunity to relax, get aesthetic pleasure and enjoy learning new things, create a new reality, see the world through different eyes.

Learning a foreign language is a stressful situation for the students who have to master a verbal code that is completely new to them. This situation causes a low self-esteem and discomfort, which affects the academic success and the general emotional state of students. The use of imagination allows to achieve the

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effect of "forgetting" about learning, control and assessment, exploits workarounds for digesting educational material that do not cause fatigue, activate the work of the subconscious (involuntary attention and memorization) and reveal new features of the student's personality.

Any teacher of a foreign language is familiar with the complaints of students that even with a sufficient level of language training when communicating, they are faced with the problem of generating speech products, not because they do not know HOW to say, but because they do not know what exactly they should tell. This is due to the fragmentation of ideas about the world around and the lack of formation to establish associative connections between them. The ability to make connections between individual facts is formed largely through repeated and regular appeal to the imagination.

Imagine inviting your students with you through the creaking door of the dilapidated old shed hidden in the woods of a nearby park. Inside, through the moonlight that manages to penetrate the solitary window, thick with dust, mildew, and cobwebs, you can see shelves of rusted tins and glass jars of all shapes and sizes. In the corner, slowly rocking back and forth, twisting her hands, is a grizzly old woman wearing a long, torn, black cloak. Her face is shrouded with thick layers of greasy grey hair, her face deeply lined and covered with black and brown moles each sprouting three or four coarse black hairs. And yet this repulsive person has the magic spells required to move through time. For those who have the nerve to enter her lair – a shed, you might add, that is only visible on certain cycles of the moon and at exactly six minutes before dawn – she can provide the spell required. The spell required to move back in time is a little more complicated than most. It requires a steady hand and a sober head. She throws three items into the cauldron that bubbles in the centre of the room – a subject of some kind, either "avoir" or "être", and a verb in past form. When cast in the proper way, this spell allows one to express the past – to in effect move in time. This example hints at how to engage students' emotions and imaginations in learning about a verb tense – something that, perhaps, does not seem particularly imaginatively engaging.

While our example is for French language teaching, it could easily be adapted to any other foreign language. The key is that imaginative teachers will try to engage their students' sense of wonder around the "tool" that is the past tense – to give some sense that what is so commonly taken for granted that it is just a chore to learn is in fact an astonishing human achievement. The use of the imagination brings out again that sense of wonder at the achievement, rather than focus entirely on the routines of everyday translation. Teachers might engage their students' sense of mystery in this particular feature of language learning by creating a Harry Potteresque story line. This example shows one way to begin to engage students' imaginations with the sense of mystery lying at the heart of a structure of language that symbolically moves us through time. It also teaches students the knowledge they need to properly write the past tense but it does so in a

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way that leaves them feeling something for the topic; they are intrigued, and possibly a little spooked, by the power of the tense [1, p. 345-346].

When we become fluent users of an oral language, we acquire a further toolkit for sense-making. These tools will remain with us throughout life and can be drawn on for imaginative teaching of adults no less than children. All people who can use an oral language, or some other form of language, such as signing, will have the following tools available in varying degrees. Story form: One implication of being an oral language-user is responsiveness to stories. All oral cultures that we know of have developed and used stories. Shaped by logical and psychological constraints, the invention of language seems to imply the inevitable development of stories.

Stories, then, are one of the forms of narrative, but a distinctive form that uniquely can fix our emotional orientation to the elements that make them up. No other narrative form can do this. We ascribe affective meaning to events, and to people, and to our own lives, by plotting them into provisional or partial stories. The reason we might reasonably consider the story as the most important social invention is that they orient the emotions of their hearers to their contents. We can, of course, make sense of our experience in a number of other modalities, but to whatever degree our emotional orientation is involved, then the plotting of events into partial or provisional or overarching stories will be involved. We are creatures who understand an important dimension of our experience and our world in story shapes [1, p. 350].

In much the same way as physical rhythm transforms into our language, so too do our earliest bodily games and humour give birth to jokes; the physical fun of peek-a-boo becomes the fun of the concocted language of riddles, puns and other forms of jokes. The humour comes from recognizing the different meanings of the same words in special contexts. So we learn to see language as an object, not merely as a behaviour. This develops "metacognition" of language, which is crucial to the development of flexible and creative language use [2, p. 159-174].

Like humour, the array of images available to our minds, while somewhat limited in our early years, is suddenly enriched immensely by the acquisition of language. We seem unable to not form images as we hear events described in words, and a range of the effects of stories depends, to a great extent, upon listeners' ability to form images in their minds. These can be so intense initially that most people seem able to recall with surprising clarity the images they formed when listening to stories in their early years [3]. The ability to call up precise and rich images is a unique feature of our minds and is clearly connected with the development of the imagination.

The active use of imagination in teaching foreign languages, along with "traditional" forms of work with educational material, allows us to increase the level of self-regulation of the individual. This self-regulation is not constant self-control, but rather the ability to give free rein to emotions at the right time and go into the world of imagination, and in another situation – "block" fantasy and emotions and subject them to strict rational control.

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Imagination can be developed with the help of special exercises – games of a psychotechnical nature, creative training. The main function of such games is to activate the creativity of students, the creation of creative tension, which will make perception, memory, emotional and motivational spheres function intensively.

In the course of psychotechnical games used in teaching foreign languages and differing from games in general, an intensive mastery of lexical and grammatical material occurs; the influence on the psyche of the participants is carried out due to emotional reactions, sensations, certain physical actions; imagination is used as a prerequisite for a successful activity.

In foreign languages, there is always material to be used with the imagination. Moreover, there is material that, by its very nature, involves the active exploitation of the imagination. Thus, for example, there is a conditional mood that conveys a possible action (potential, hypothetical, associated with certain conditions).

3. Activating imagination in teaching writing

The starting point for learning a foreign language with the use of imagination is samples of texts that may arouse the students' interest in their content (theme, plot, intrigue), are liked in terms of their form (style, extraordinary authorial manner), provide prospects for creativity.

Such examples can be literary, journalistic, popular science texts, excerpts from them, specially created educational texts that meet certain criteria (small volume, expressiveness, originality, ability to stimulate the imagination, the presence of a certain dominant (informative, narrative, descriptive, argument). One of the types of texts that can vividly illustrate the essence of the proposed activity is an artistic list of objects, phenomena, actions, facts united by a common idea (for example: "What is unpleasant: to cut with a blunt knife; to sail on a boat with torn sails; when trees overlap the landscape; when a fence obscures the mountains; run out of wine when flowers are budding; to celebrate in the summer in a stuffy corner." (Li Shan'in)).

Such texts are most often found in classical Oriental (Japanese or Chinese) literature (for example, "What passes swiftly" or "What are your precious memories" by Sei Shōnagon), but some modern authors also turn to the idea of a list (for example, "List of joys" by Berthold Brecht). Note that the world-famous "Prévert style list", which is also based on the list, can be actively used to develop foreign language skills, although it is difficult to establish an obvious logical connection between the elements which it is traditionally composed of. An example can be a quote that can activate the imagination and allow individual interpretations.

In any case, the proposed texts serve as a basis for organizing thinking and making statements by the students, serving as an example, roadmap, model, plan. The students understand in which direction they should move in their reasoning, in what form they should take their text on, and almost always find themselves carried away by the creative nature of the proposed activity.

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The choice of sample text depends on the age and level of students' language training, the subject of the lesson. Didactic exploitation of selected samples of texts takes place in two stages:

I. The first stage involves the expansion of the proposed text on the basis of imitation. The teacher draws students' attention to certain morphological and syntactic features of the sample. For example, in Li Shan 's What Is Unpleasant, students are first asked to imitate the author's style using infinitive constructions and subordinate clauses. In the future, we should not exclude other possibilities of making the list: nouns, constructions "adjective + noun", "noun + subordinate clause", etc. Note that at this stage it is advisable to continue the formation and improvement of grammar skills (for instance, by transforming the elements of the list into other syntactic constructions: "It is unpleasant when trees overlap the landscape.") [4, p. 70-73].

Here are examples of tasks used at the first stage:

• ***Read the quote and write the text as instructed.***

1. *"Laugh often and a lot; win the respect of smart people and the love of children; to know that it has become easier for someone to breathe because you have lived. This is the essence of success in life."* (Ralph Waldo Emerson)

Using the quote from Ralph Waldo Emerson as a reference, write what enriches life and makes it successful.

2. *"The role of a friend is to be there for you when you are wrong, as everyone will be there for you when you are right."* (Mark Twain)

Using Mark Twain's quote as a template, write your own definition of what a real friend is.

(Example: "The role of a friend is to make us laugh when we are sad, and to share joy when we are happy.")

The texts used at the first stage presuppose strict control over the speech activity of students, since its implementation and result are based on the imitation of a certain model. In this case, the intellectual activity of students is directed not so much to the formal side of the statement as to the content: they know HOW to formulate a thought, and they only think about WHAT they want to say.

II. The second stage is to create texts by students as a product of independent activities to perform creative tasks that activate the imagination. The second stage can be held in the form of a competition: the format of the competition activates the memory, intellectual and emotional reactions of students, which has a positive effect on the effectiveness of learning. The achieved result demonstrates the students their success, and using foreign language material is perceived by them as an interesting creative process [4, p. 70-73].

The texts used in the second stage are larger in volume and suggest greater freedom of students when choosing language means. In fact, this is only a demonstration that a thought can be expressed in this way, but not a pattern to be followed. After getting acquainted with such samples when writing their own texts, students independently decide not only WHAT they want to say, but also HOW they

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think it is right to do it. In this case, the fundamental role in the implementation of the practical goal of educational activity is assigned not so much to samples of texts, as to tasks developed by the teacher and directing the speech production of students.

Here are examples of sample texts used at the second stage (teaching French; subject: "Creativity. Cuisine. Cooking. Interpersonal relationships. Love. Work..."):

1. "Pour un art poétique" (Raymond Queneau)

Prenez un mot, prenez-en deux

Faites-les cuire comme des œufs

Prenez un petit bout de sens

Puis un grand morceau d'innocence

Faites chauffer à petit feu

Au petit feu de la technique

Versez la sauce énigmatique

Saupoudrez de quelques étoiles

Poivrez, et puis mettez les voiles

Où voulez-vous en venir ?

À écrire...

Vraiment ? À écrire ?

2. "Bonne recette" (Metro, 13/05/2003)

@A.B.

Prenez deux êtres que rien ne semble lier. Déposez un filet de sympathie et faites mariner pour que naisse un début d'amitié. Ajoutez un zeste de frisson, une pincée de mystère, une cuillerée d'inattendu et faites frémir sur un fond de désir. Recouvrez d'un mélange harmonieux de tendresse, de complicité, d'amour et saupoudrez généreusement de sincérité. Servez encore chaud sur un plat en or et accompagnez d'un verre de passion. Voilà la recette que je déguste depuis ces quatre mois partagés avec toi. Ton amour [5, p. 71].

3. "Bain-Marie" (Metro, 8/09/2003)

@M.L.

Prenez 12 bureaucrates serrés les uns contre les autres, mettez-les à mijoter dans un bureau à 35°C pour agrémenter leurs odeurs corporelles, donnez-leur encore plus de dossiers à étudier, saupoudrez avec la chaleur brassée par de prétendus ventilateurs "de fortune", rajoutez la chaleur de 12 ordinateurs et imprimantes, mélangez avec les rayons de soleil passés à travers des stores cassés, vous obtiendrez une nouvelle recette savoureuse au bain-marie, celle de 12 pauvres abrutis qui se dessèchent à vue d'œil : leurs bulbes déjà bien cuits, il ne reste plus que les corps, pauvres zombies. Recette pas du tout alléchante pour le patron, préférant sans doute un bon repas dans son bureau climatisé !

Here are examples of tasks used at the second stage:

• **Read the instructions and write a text (5-10 lines) to answer the questions.**

I. Imagine your shoes coming to life. What are they thinking about? What would they say? What are they doing? You can write down their thoughts and start your text by describing what happens from waking up in the morning until midnight.

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II. You are the singer who won the Best Song of the Year award. What is this song about? Write your speech. Who do you thank? Why? What are you telling them? What are you proud of in your career? What are your plans for the future?

III. Come up with a recipe for a non-existent dish. What will you call it? What are the ingredients and the amount of each of these ingredients? What are the cooking procedure? What is the cooking method and cooking time? What does this dish taste like? How is it eaten? What is the secret to the success of this dish?

IV. You have just been elected mayor of your city. What are the first decisions you would like to make? What would you like to change and improve in your city or town in each area (environment, urban planning, education, sports)?

V. If you won € 100,000 in the lottery and could spend it as you want, what would you do with it?

VI. What gift did you enjoy the most in your life? Why? What gift haven't you received but would like to receive? What do you like so much about this gift?

VII. What have you invented or created? Where did you get your inspiration? Are you satisfied with the result? Have you received any compliments or tips for improvement? What's your next creative project? What would you like to invent or create?

VIII. If you weren't yourself, who would you like to be? Why? What do you like about this person? If you became that person, what would you do more or differently?

IX. Imagine what you would do if you had a full year of vacation (holidays). Provide as many details as possible: What would you be doing? Why would you like to do this particular type of activity? Where would you go? What would the weather be like? What emotions would you experience? Who would you spend time with? How would you organize your daily routine [6]?

X. If these extraordinary events happened in reality ... Imagine that there are ropes tied to the clouds; that your home is on a desert island; that money has disappeared all over the world; that you met a Martian; that the trees spoke. What would happen in that case? [7, p. 47-49]?

4. Conclusions

Analysis of theoretical articles on psychology and methods of teaching foreign languages, as well as practical experience, allow us to conclude that it is advisable to regularly use techniques that activate the imagination of students when mastering foreign language material.

When teaching writing in a foreign language, the didactic sequence involves two stages when creating a written utterance: 1) familiarization with a sample text borrowed from fiction, journalistic, popular science literature / written by a teacher for educational purposes; 2) the implementation of post-text tasks developed by the teacher and aimed forming certain language skills and developing speech skills.

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By activating the imagination of students, the sample text is a catalyst for subsequent educational activities: it determines the direction of thought, provides a creative approach to completing tasks, suggests the choice of speech means necessary for the implementation of a creative idea.

The proposed didactic scenario demonstrates its effectiveness and is recommended for use in teaching writing in foreign language.

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**SECTION 2. PROBLEMS OF THEORY AND METHODS OF TEACHING
A FOREIGN LANGUAGE AS A SECOND FOREIGN LANGUAGE**

**PECULIARITIES OF TEACHING SECOND FOREIGN LANGUAGE IN A
CONTEXT OF DIGITAL LEARNING PROCESS (BASED ON GERMAN
LANGUAGE)**

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Abstract. The purpose of the paper is to present experience of using different learning platforms during distance learning, analyze how main language competencies can be evaluated with the help of digital media, compare advantages and disadvantages of online and offline teaching methods and do a review of the most popular Internet sites that help students to improve their level of German language. Additionally, this paper presents the results of implication of German DLL method during distance learning. The subject of the research is the educational activities of teachers and students, as well as their reflection. Methodology. This research has been carried out using the following methods: monitoring and supervising students' work over major language competencies; comparison of main online and offline teaching methods and their impact on students' academic performance; survey after the implication of DLL method. The results of the study indicate the successful introduction of digital media into the teaching and learning process in conditions of distance educational process.

1. Introduction

Modern learning is not possible without modern computers, mobile devices and Internet resources. The transformation of education, the changes caused by digitalization, require specific changes in the process of teaching and learning foreign languages. The Congress "Science and Education in the Digital Age" [3] was organized by the Goethe-Institut in Ukraine with the support of the Embassy of the Federal Republic of Germany and the Ministry of Education and Science of Ukraine in order to initiate a discussion on changes in professional and private foreign language communication, information retrieval and processing. This will contribute to the successful teaching and learning of foreign languages.

The teaching of foreign languages in the conditions of active digitization of society and all spheres of its life has not become something radically new for the educational process in the higher educational institutions. However, as the speakers emphasized, there is a need for critical consideration of it as an integral part of the entire educational process in Ukraine [3]. This is especially noticeable today, when

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learning takes place in conditions of the quarantine and the importance and potential of Internet technologies and innovative forms of learning are realized. Therefore, teaching and learning foreign languages takes place through digital formats and learning platforms that can provide interactive interaction between teachers and students.

In our opinion, the teaching of foreign languages at a distance has certain didactic features, but aims to preserve the four main learning objectives of language proficiency in different types of speech activity. Therefore, it is first necessary to find out which tools (Internet resources and mobile applications) will be useful for mastering certain competencies.

The teaching of foreign languages at the time of the active digitization of society and all areas of life has by no means become new notion for the educational process in the university. However, it is necessary to take a critical look at this process as an important part of the overall educational process in Ukraine. Especially today when teaching and learning take place under global quarantine conditions. Schools and colleges around the world faced the challenge of keeping up with it. As teachers, we should ensure that good foreign language teaching at a distance is possible, that our learners can benefit from new opportunities and that the teaching remains efficient and attractive [6].

Our participation in the Goethe-Institut's online training course “DLL7: Checking, Testing, Evaluating” gave us an impetus for this contribution. The conversion of the lessons to the online format caused certain difficulties for both the teachers and the learners, among other things because the testing of competencies took place in the same way.

One of the contents of DLL7 was devoted to the task formats in exams. Above all, the peculiarities and requirements of closed task formats as well as their relevance for the review of receptive competencies were familiarized and they claim that the advantage of the closed task formats compared to the open task formats lies in the objectivity of the evaluation [4, p. 59-66].

In the German DLL method, important questions are asked: “What can you check with certain task formats?”, “Which competencies can you precisely record with the respective format?” It was presented, for example, that the choice of the respective exam questions depends on the objectives of the exam and that the closed questions are very well suited for testing reading comprehension [4, p. 67-71]. So multiple-choice and two-choice assignments can help the teacher test learners' reading skills on a learning platform. Online exercises for every competence [1] and analog test exercises by Ukrainian teachers [2] are available on the Goethe-Institut platform.

2. Listening and speaking

Nowadays, there are a huge number of sites that offer podcasts for learning a foreign language. A podcast is a digital media file, or a series of files that are distributed on the Internet for playback on portable media players or personal

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computers. They can be reminiscent of a radio show, a sound show, an interview, a lecture, or anything else related to the oral genre. This technology in the field of foreign language teaching is relatively new [5]. Podcasts have a number of advantages (for example, Internet tools allow you to adjust the speed of speech, repeated listening, performing various ready-made tasks to understand what you hear), which can make the learning process more interesting and effective and, ultimately, improve the new quality of foreign language training. It is important from a large number of proposals to choose the right learning material that corresponds to the level of competence of the student.

It is quite possible today to develop the oral speech of every student at a distance. Web 2.0, Web 3.0 - information technologies that allow users to create and distribute their own content on the World Wide Web - offers many opportunities for the development of oral skills and authentic foreign language communication at a distance. In addition, modern technology allows you to easily create and download your own voice message and participate in a group work - video conferences, webinars or make a video call.

In order to help our students to develop their speaking skills and to gain more experience to understand German oral speech we use online platform *Deutsche Welle Deutsch Lernen*, which suggest a wide range of short videos and podcasts, designed for specific vocabulary and different level of language knowledge. Among them are the following: *Nico's Weg*, *Deutsch Mobil*, *Harry – gefangen in der Zeit*, *Deutschtrainer*, *Radio D*, *Mission Berlin*, and *Deutsch XXL* etc.

In addition, there is a popular learning series *Extra* designed by BBC and available in German. Each episode presents life-related situations and after-watching tasks, which help to check the understanding. For example, we present tasks for the 4th episode *Sam sucht einen Job*:

Aufgabe 1. Ergänzen Sie die E-mails von Anna und Nic mit den richtigen Sätzen.

1. Ich heie Anna. 2. Ich heie Nic.	a. Ich bin neunzehn und ich liebe Tiere. b. Ich bin ein Meter achtzig gro und ich habe schwarze Haare. c. Ich liebe schnelle Autos und schne Frauen. d. Ich mag Sport, aber ich bin nicht so stark wie Sascha. e. Ich liebe Schokolade. f. Ich tanze gern die ganze Nacht. g. Ich teile eine Wohnung mit einer Freundin. h. Ich mchte Schauspieler werden. i. Mein Freund und ich suchen zwei fantastische Frauen. j. Ich mchte einen Freund finden.
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Aufgabe 2. Finden Sie jeweils das richtige Satzende.

1. Anna	a. sind nach den Fitnessübungen müde.
2. Sam und Sascha	b. haben die E-mails gecheckt; sie haben die Nachrichten der Jungen gelöscht.
3. Sam und Nic	c. hat eine Internet-Anzeige geschrieben, um einen Freund zu finden.
4. Sam	d. hatten eine Verabredung mit zwei Tänzerinnen.
5. Sam	e. waren Hündinnen.
6. Anna und Sascha	f. haben versucht, Freundinnen im Internet zu finden.
7. Nic und Sam	g. hat die Wäsche gewaschen, aber sie ist rosarot geworden.
8. Die Tänzerinnen	h. hat die Pflanze mit Parfüm gegossen.

Aufgabe 3. Was sagen diese Personen? Ergänzen Sie jeden Satz mit einem passenden Partizip II:

1. Sascha: Ja – das Kissen hab' ich auch _____!
2. Sam: Saschas Brieffreund ist heute _____.
3. Sascha: Hat jemand meine Zeitschrift _____?
4. Sascha: Grrr! Nic hat mein Fahrrad _____!
5. Sam: Sascha ... hat mir ... hat mir das _____!
6. Sam: Und Nic von nebenan ist total witzig. Er hat unsere Milch _____ – die Milch von vor 3 Wochen!
7. Nic: Dieser Amerikaner – Sam – hat _____, ich wäre der Portier!!
8. Sam: Hey, Anna, Sascha. Viel Shopping? Anna: Ja klar, Sam... wir haben viel _____.
9. Sascha: Das war's! Der Typ fliegt raus! ... Er – ist – mit meinem Fahrrad _____!
10. „Nic ist in Sascha _____.

3. Writing and Reading

To develop writing skills, the Internet offers a wide range of online tools to help develop formal / formal (emails, posts and comments on official pages) and informal / private (SMS, instant messaging / posts on various social networks, chatbots, blogs) correspondence.

You can develop reading skills, i.e. reading comprehension with the help of texts from web magazines, Wikipedia, open educational resources and electronic encyclopedias. In addition, due to its versatility, the most popular tool is the online translator Google Translate.

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Because we are interested in testing reading comprehension, we would like to investigate which framework conditions have to be observed in online lessons compared to face-to-face lessons, which principles and standards evaluation should meet. We would like to get an idea of how we could develop and evaluate test questions for testing reading comprehension.

For this reason, we decided to use closed multiple-choice and two-choice tasks to test reading skills on a learning platform, because on the one hand we had not had much experience with it and therefore wanted to take a closer look at the task formats. On the other hand, because we have only had online lessons for a long time, there is a good opportunity to develop precise task formats using DLL steps and use them in your own German lessons.

In order to investigate this question in detail, we carried out a practical exploration project (PEP). We teach German as a second foreign language in a target group of young adults at level A2.1. In two teaching units (UE) in this heterogeneous group, we *have designed the lessons in such a way that the reading competence of our learners is achieved with the help of closed multiple-choice and double choice -Tasks are checked on the Classroom learning platform.*

After our PEP questions were formulated and written about what exactly we wanted to inquire through the PEP question, we determined indicators and developed the key questions for creating our own observation sheet, as well as the questionnaire for the learners.

Indikatoren:

1. Die Lernenden haben keine Angst vor der Testarbeit.
2. Die Lernenden arbeiten motiviert.
3. Die Lernenden finden diese Variante der Testarbeit leichter und interessanter.
4. Die Lernenden rechnen mit einer besseren Note als sonst.
5. Die Lernenden reagieren positiv auf die neue Form der Testaufgaben.
6. Die Lernenden zeigen ihr Interesse an der neuen Form der Testarbeit.
7. Die Lernenden können die Aufgaben im festgelegten Zeitraum erledigen.
8. Die Lernenden würden gerne auch weiterhin solche Testaufgaben im Online-Unterricht bekommen.

Fragebogen:

1. Ich hatte keine Angst vor der Testarbeit.
2. Ich finde die Arbeit an den Online-Aufgaben leichter und interessanter.
3. Die Form der Aufgaben finde ich motivierend.
4. Ich rechne mit einer besseren Note als sonst.
5. Ich finde das sofortige Feedback sehr gut.
6. Ich würde gern solche Aufgaben auch weiterhin machen.
7. Das würde ich ändern: _____.

(Antworten: trifft zu / trifft teilweise zu / trifft nicht zu)

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Fragen zur Beobachtung:

1. Können die Lernenden positiv auf die neue Form der Testaufgaben reagieren?
2. Zeigen die Lernenden ihr Interesse an die Testarbeit auf der Lernplattform?
3. Können die Lernenden auf der Lernplattform motiviert arbeiten?
4. Können die Lernenden auf der Lernplattform ohne Angst machen?
5. Können die Lernenden die Aufgaben im festgelegten Zeitraum erledigen.
6. Die Überprüfung der Lesekompetenz mithilfe von geschlossenen Multiple-Choice- und Zweifachauswahl-Aufgaben auf der Lernplattform fördert die Motivation und das Interesse der Lernenden.

(Antworten: trifft zu / trifft teilweise zu / trifft nicht zu)

The evaluation of the questionnaire shows the following: 71, 4% were partially not afraid of the test work. 71,4% think that working on the online tasks is sometimes easier and more interesting. Most (85%) find the form of the tasks motivating or partially motivating. Only a few (28%) expect a better grade than usual. Almost everyone thinks the immediate feedback is very good and would like to continue doing such tasks [7, p. 117-118].

Our observations and field notes show: The learners react positively to the new form of test tasks, can work in a motivated manner on the learning platform and complete tasks within the specified period. Most of them show their interest in the test work and can work on the learning platform without fear. Everyone would like to continue doing such test tasks on the learning platform. Therefore, we can successfully test the reading skills of our learners in online classes.

4. Comparison online and offline learning methods

It is impossible to imagine the development of language skills in vocabulary and grammar as well as all speech skills without the use of learning platforms and mobile applications such as Kahoot, Quizlet, FunEasyLearn and LearningApps, which offer exercises for a specific target group and allow you to develop your own. Such work can be performed in different modes: individual, pair, group, often in the form of competition (the program often determines the time to complete tasks). Of course, in the world of Internet technology, everything is changing and updating very quickly, so you need to follow the news so as not to miss something important. This is not difficult if you regularly visit professional sites and educational portals (such as Goethe-Institut, Deutsche Welle, derdieDaF-Portal).

Teaching and learning foreign languages in digital format provides two ways to deliver and receive educational material - offline and online. These methods are divided into storage media and online tools. Some scholars [6, p.124] also divide them into authentic, adapted and methodical.

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	offline	online
authentic media	encyclopedic dictionaries; feature, educational and documentary films on CD-ROM	web diary; Wikipedia; online dictionaries; video clips author's educational programs; lexical simulators; online portfolio
adapted media	electronic dictionaries and dictionaries for children on CD-ROM	online dictionaries; online grammar guides; audio / video conferences; blogs; podcasts
methodical information carriers	training software on CD-ROM	educational programs; textbook appendices
authentic online tools	editing program, presentation program, drawing program	E-mail addresses; forums; chats; messengers;
adapted online tools		learning platforms
methodical online tools	authentic educational programs; lexical simulators	authentic educational programs; lexical simulators; online portfolio

Such offline tools include digital textbooks (for example, German language textbooks published by Cornelsen, Hueber, Klett). Such textbooks focus on the Common European Framework of Reference for Languages, use computers, tablets or smartphones to perform didactically useful creative tasks and are a good helper for the teacher, as all teaching materials and all technical means are combined in one program. Digital textbooks do not set the task of learning the language at the level of native speakers, but instead develop language competence, knowledge of language and culture. For offline dictionaries, the ABBYY Longvo electronic dictionary is often used which has a translator cursor and provides quick access to the translation while reading. In general, it is recommended to acquaint students with all possible variants of dictionaries, and give the student the right to choose, because, as a rule, students' opinions on the usefulness and expediency of dictionaries do not match.

5. Review of most popular online resources

Deutsch-online is a comprehensive resource for self-study of the German language. You will have access to a variety of online lessons, grammar and vocabulary sections, as well as video and audio materials, study texts and self-test exercises. You can also listen to German radio and watch TV broadcasts on the website. In addition,

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the resource will allow you to find a good German teacher, discuss the intricacies of the German language and its study on the forum with other users.

Dw.com contains German courses at various levels from A1 to C that develop reading, writing, grammar and pronunciation skills. A dedicated audio training option will help you increase your vocabulary, and 30 Interactive German lessons will help you quickly advance your German language skills through self-guided interactive online lessons.

The multilingual German learning site *Deutsch.info* is a universal portal for those who want to learn a language, study or work in German-speaking countries. Users have access to language courses divided by levels and topics, as well as grammar materials, educational videos, audio and texts. The site also has a forum for communication between users and useful information about life in Germany and Austria.

Reading texts in a foreign language is not only an exciting pastime, but also a great opportunity to expand your vocabulary, memorize speech patterns and grammar. Books adapted according to the method of I Ilya Frank without changing the original text, supplemented with Russian translation and commentaries, will help you in learning German. Free and paid books in German are available on the *Franklang.ru* website, adapted according to the Frank method and suitable for those who have just started to learn German.

On the *Deutsche Welt* website, a variety of materials for learning the German language are systematized in a convenient format - all kinds of German textbooks, manuals, teaching materials and dictionaries are available to students. Here you can also find links to other useful resources for German learners, German-language radio stations and thematic forums.

Thanks to its user-friendly interface and many useful materials, the *Start Deutsch* portal is very popular among adults and children learning German. In an interactive format, here you can expand your vocabulary, learn grammar; learn more about the past and present of Germany. The site has audio lessons, tests for self-examination, here you will also find educational series and videos and series, phrasebooks, links to German TV channels and radio stations. In addition to free learning resources, Start Deutsch also offers paid online German courses that allow you to make a significant difference in the language in just 10 lessons!

6. Conclusions

Practice shows that the use of the latest Internet technologies in education requires information and software support of the discipline. Moreover, the computer literacy and digital competence of teachers and students is essential. That is, all participants in the learning process must:

- be media literate, be able to process and critically evaluate information;
- be able to use effectively open resources;
- develop skills in the use of digital technologies and educational platforms, to form problem-solving skills;

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- understand the concepts of artificial intelligence, virtual and augmented reality, cybersecurity, etc.

Concerning the evaluation of the results of the practical exploration of DDL method and from the reactions of the students, we can determine that it is worthwhile to use closed multiple-choice and two-choice tasks to test reading skills and to carry out the testing on the learning platform, so that the entire learning process is carried out is intensified in online lessons and the interest in new test tasks as well as the motivation of every learner can increase.

The positive results are that the learners mostly find the work on the learning platform positive and really try something new. The learners can take more responsibility for themselves and look forward to their evaluation if they get a better grade than usual.

In conclusion, we can say exactly that it is quite possible to implement successfully target-oriented tasks in an online class, to test reading skills on a platform and to prepare the learners for standardized tests.

Currently, time and circumstances require the creation of an effective e-learning system in Ukraine, capable of improving the educational process and the European quality of higher education. To this end, our university has developed a university further development program that provides for the digital transformation of the National Aviation University and its transformation into a technologically advanced free economic zone, in which all processes of information interaction are transferred to the digital space.

Thus, teaching and learning foreign languages in the digital space is an actual phenomenon and has a number of advantages over other forms of learning. Modern Internet technologies and digital media do not replace traditional teaching methods, but create a new environment and opportunities to ensure quality teaching and successful learning of foreign languages.

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**SECTION 3. INNOVATIVE TECHNOLOGIES IN THE STUDY AND
TEACHING OF FOREIGN LANGUAGES**

**3.1 STATE-OF-THE-ART DIGITAL ENHANCEMENTS IN MASTERING
FOREIGN LANGUAGE SKILLS SUFFICIENT FOR MODERN
UNIVERSITY STUDENTS**

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Abstract. Digitalization is transforming all facets of society, not just work environments, and in terms of educational contexts, the transformation is occurring with or without strategic initiatives that ensure ongoing quality of teaching and learning environments. Integration of technology into teaching and learning is not new, but the rapid rate and pace of technological advancement is new, especially regarding new Internet, ICT and digital technologies. The field of education is mainly reactive, as new disruptive technologies develop in other industries and are then applied and accommodated into existing educational cultures and systems. This chapter provides an overview of technology integration in education from computers to other more advanced forms of digital technologies. The transformative potential of digitalization in education is exciting and presents many opportunities and challenges, given new trends and developments in digital education. The relevance of this study is that in Ukraine, foreign language education acquires a special status, which is argued by the fact that language creates an effective basis for international and intercultural understanding. However, the problem of implementing intercultural foreign language education in higher education institutions needs further comprehensive analysis and solution. This is evidenced by the analysis of the state of intercultural foreign language education in the works of national and foreign scholars, which demonstrated the numerous views and scientific achievements on the successful implementation of foreign language education in Ukraine. The study of foreign languages in higher education institutions of Ukraine is an indisputable positive feature of curricula, based on the recognition that the study of languages along with significant practical, educational, educational and developmental potential is a necessary condition for the education of modern specialists in international relations. On the other hand, today it is an urgent need in terms of the chosen socio-economic vector of development of our state, as the implementation of the concept of "learning languages during life" is impossible without careful study of languages by future experts in international relations. The reasons for writing the paper are grounded on the basis that the integration of the methodological basis of the study is demonstrated by the operational and methodological tools of foreign language education of future professionals. Based on this, the components of this toolkit were

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such as: principles – the principle of unity of theory and practice; the principle of certainty; the principle of specificity; the principle of cognition; the principle of objectivity; the principle of causality; the principle of general development; principle of general communication; the principle of dialectical contradiction; the principle of dialectical negation; the principle of historicity; the principle of systematics; the principle of unity of analysis and synthesis; the principle of unity of historical and logical; the principle of ascent from the abstract to the concrete; provisions and requirements – determinism and historicism; objectivity; approaches – systemic, activity, personal, synergetic, competence, culturological. Outcomes of the survey witnessed that the main advantages and disadvantages of digital technologies application in the English teaching process. Although the education system has always been strongly influenced by innovations, the explosion of new technologies caused tectonic shifts in the way the teaching process is carried out at universities. Looking back over the last hundred years, introducing technology into the classroom has been a blessing only for younger students and teachers. In other words, with a sudden introduction of a wide range of devices and the Internet, students got the opportunity to make the learning process much easier and more interesting. It is great to be optimistic and believe in the continuous advancement of technology, however, it is equally important to not lose sight of the negative sides of technology in education, and how it can cause long-term problems for young people. Namely, many sceptics from the domain of social sciences and humanities often point out several potential disadvantages of technology in education, and how it can negatively affect certain aspects, and the quality of children's life and development. Finally, in our research we have concluded that a continuous insistence on disadvantages should not be seen as a desire to return to traditional education, but as a reason for caution and the possibility to better see the holes in the technologies and methods used in education. It is up to educational institutions and teachers to analyze the disadvantages in the next revision, and improve the quality of teaching both in their digital and physical classrooms. One of the key indicators of education reform is the study of foreign languages as a priority of Ukraine's domestic policy on EU integration. One of the tasks in the program is "ensuring the increase and optimization of Ukraine's presence at international events and platforms, presence in the international academic, cultural and social environment". The implementation of this task requires a qualitatively new level of teaching foreign languages at universities, in particular English as the language of international communication.

1. Introduction

The scale, scope and power of digital transformation as evidenced by phenomena such as connectivity, platforms, algorithmic power, and big data is vigorous. The strong interconnectedness and interdependence between technologies and markets are key features of this transformation. In only a few months, the pandemic upended the daily lives of people around the world.

Public education was among the sectors most affected as pedagogy went digital.

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For millions of university students, education became based on digital platforms and digital communication.

Examples of early comments, referring to the demand side, about this disruption of an already started and ongoing digital transformation were: “the coronavirus pandemic is reshaping education”, “real change takes place in deep crisis”, “you will not stop the momentum (in the digital transformation of education) that will build from the crisis”.

There were also early comments about the effects on the supply side, such as “expansion of the emerging edtech market” and “entry of new suppliers”.

Edtech is the term used to describe the fairly new industry that combines education and technological advances that allow educational institutions to serve a larger and more diverse audience and to enable teachers, students and others to foster relationships in an interactive fashion [1; 3; 6].

Consequently, *digitization is the integration of digital technologies into everyday life by the digitization of everything that can be digitized.*” Moreover, digitization is the trending term, describing the 21st century in the most precise manner as possible. We are in the era where unprecedented ideas are unfolding in our education industry and creating the advancement that can’t be matched by lagging behind in terms of technology [5].

The new phase of foreign language learning has begun and involves various advanced techniques like:

Online courses. Want to learn a new language or maybe to get trained in some specific course, but have no time to cover the distance? Online courses are developed by experts who have unmatched proficiency in their specific field and can give you the experience of real-time learning by designing their own online course.

Online exams. Digitization gave way to the online exam, making the examination process convenient for both teachers and students.

Digital textbooks. Also prevalent with other names like e-textbooks and e-texts, digital textbooks provide an interactive interface in which the students have access to multimedia content such as videos, interactive presentations, and hyperlinks.

Animation. This is a captivating approach in which students learn in a better manner. By offering a visual representation of the topic, students grasp the concept in a more understandable manner. Even the toughest topics can be presented in a simplified way with the help of animation [6; 8; 11].

Digital technology is considered to be one of the most important drivers of linguistic change in a modern period. Over the last decade with its’ remarkable entry as an educational device, the tradition of English Language teaching has drastically changed. *Graddol* claims: “Technology lies at the heart of the globalization process; affecting education, work and culture. The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across [21; 24].

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Nowadays, many studies have been implemented to find out the answer to this key issue, and most of them have proved the importance of the usage of digital technology in EFL classes. For example, according to the results of the research conducted by teachers Mollaei & Riasati, they had positive attitudes regarding the use of technology in their classrooms [18].

Researcher from Saudi, Alshumaimeri also reached the same conclusion that there is a positive correlation between a teacher's presence during a computer use and a Computer Assisted Language Learning (CALL) training and a positive attitude toward the use of Information and Communication Technologies (ICT), methodologies in learning [8].

Moreover, Korean EFL teachers found out computer technology as a useful teaching tool that could easily support teaching methods by providing students with a variety of language inputs and increasing students' learning capabilities in real-life contexts [9]. According to Chong the advantages of using the Internet in the EFL classroom were listed as providing authentic materials for learners, making students meet native friends online, and assisting teacher-student communication [11].

Digital education is essentially a product of the past several years, although in different forms it already existed slightly earlier. It is evident, however, that modern devices and means of information transfer are necessary for its development. This type of education would not be therefore possible without rapid development of computers and the Internet. In fact, it can be concluded that they were primary in relation to digital education and somehow they forced its emergence because the prevalence of computers and broadband Internet has given a very strong impulse to use them also in the educational activity.

As a consequence, today 'virtual lectures, modern e-learning courses, educational games, electronic tests, portals with educational resources as well as digital school registers and monitoring systems of the learning process' have entered everyday reality. This article aims to show the specificity of digital education, the current state of its implementation, the expected results and concerns in this respect. The presentation of the perspectives for digital course books will be the culmination of the selection undertaken here [16; 19].

2. Advantages of technology in the process of teaching English

Key benefits of technology in education include: Provides a better interactive experience during the learning and teaching process. With the introduction of mobile phones, tablets and computers, students are now able to do something they should have been able to do long ago – to learn actively and productively.

For the first time, students can access a subject/teaching unit with enthusiasm thanks to applications, videos, simulations and digital books that make the learning process much more engaging. Moreover, having the opportunity to dig deeper into an area that interests them allows them to potentially recognize their interests and talents, and maybe even their future profession [15].

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Provides access to an unlimited amount of current information and data from a variety of sources. In addition to the fact that students approach learning with more enthusiasm and productivity, they also have the opportunity to access the most current topics and research, which is something their ancestors could only dream about. Instead of going from library to library, dragging a pile of books with them, they are just a few clicks and well-defined queries away from accessing information that can give them additional insight into the topics they are covering at school. So, this practice not only enables students to have a modern education, but it also teaches them how to approach the search for information and read complex professional literature [14].

Teaches them digital literacy. We all know that young people cannot acquire the level of skill demanded by today's corporate world in computer science classes. By implementing technology as an integral part of education, students are given the opportunity to keep up with learning trends and *acquire technological/digital skills that are highly sought after in the 21st century.* This form of learning is most helpful for students who don't have access to modern technology at home, which could also potentially reduce the social gap between digitally literate and illiterate people [19].

Reduces educational costs. With the introduction of technology in education, resources have become more accessible, which resulted in declining tuition fees, the need for books and their price, as well as the reduced need for school supplies. The introduction of e-books has made things easier for low-income families, and helped students to approach learning on equal terms with their peers, without parental pressure for high performance arising from large investments into their child's education.

In addition, another positive side-effect of using e-books in education is the fact that they indirectly contribute to the reduction of deforestation, which is one of the major environmental problems [16].

Provides better insight into student performance thanks to metrics. In the past, teachers had to spend considerable time evaluating the overall academic performance of each student, which proved to be very impractical, especially in large classes with over 20 students. Unfortunately, many students never succeed in correcting the wrong steps in learning that can help them improve their performance, and potentially discover their talents or affinities [12; 18].

However, with the introduction of digital technologies and the Internet in the classrooms, a teachers' job of analyzing student performance and providing guidelines and advice has become much easier, which is a win-win situation both for teachers and students. Specifically, thanks to platforms that collect data on student performance in class, tests, and assignments, teachers have clear insight into the areas students struggle with, or excel at.

Moreover, teachers are now able to modify lessons based on insights into the performance of individual students, or class as a whole.

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They can choose between real-time learning or learning at their own pace. Technology in education has allowed students to gain control over their learning, but it also provided flexibility to teachers in transferring knowledge to students. Namely, this practice is only possible in schools that support hybrid (blended) learning, i.e. a combination of synchronous real-time learning, and asynchronous learning where students can listen to a lecture when they choose. Listening to a teacher giving a lesson in real time provides students with a stronger sense of belonging, and allows them to socialize with their peers, same as face-to-face interaction with the teacher. On the other hand, more independent students who are confident in their own time management and commitment management skills can learn whenever they feel like it [5; 9; 11].

3. Disadvantages of technology in the process of teaching English

It is distracting both in the classroom and outside of it. Proponents of technology in education often forget that students continue to use their mobile phones and tablets throughout the day, long after they've completed their school activities. Namely, with the daily dosage of social media and video games, children's brains are accustomed to entertaining, intensive, and short-term content that can quickly stimulate their dopamine system [13].

The biggest problem here is the fact that daily interaction with technological devices reduces attention span, and research shows that the attention span of children from *Generation Z* is about 8 seconds. Although teachers may have good intentions, the use of applications that have nothing to do with the teaching process itself should be restricted, and technology should be used in class only when absolutely necessary [13; 17].

Potentially diminishes cognitive development and reduces problem-solving skills. Technology always has a good intention, to reduce the time and make it easier to perform certain mechanical activities. However, technology has automated almost all school activities. So, what was originally a positive intention has led to the situation that new generations will be unable to perform everyday cognitive activities without technology. In addition, it should be noted that when children use technology to solve every problems at school, they gradually lose their problem-solving abilities, which is a highly sought-after set of skills. The only solution to this problem is to have teachers and educational institutions as a whole impose restrictions on the use of technology in education [20; 22].

Reduces direct peer interaction. Although digital technologies have been shown to improve student advancement, and project collaboration, they, however, disregard our biological need for interaction in real time. Namely, we have lived as social beings for over tens of thousands of years, and we now think that we can trick our genetic predisposition so easily. Although young people interact with their parents, teachers and peers, the percentage of adolescents with a diagnosis of some form of depression has been growing, and has now reached a staggering

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20%. The only solution that teachers and educational institutions can offer is to encourage young people to engage in face-to-face interaction with others [23; 25].

Maintaining modern technology is very expensive. The cost of upgrading or maintaining technology is often overlooked. In a world where new innovations in the field of digital technologies appear almost every month, and where upgrading software and applications continuously requires more powerful devices, relying on the belief that technology in education is the only solution sounds overly confident. Namely, teaching and learning can be done without technology, but the question is – how useful the acquired specific skills will be after a few generations of technological backwardness. So, in order to not regret the purchase of new technology, educational institutions are obligated to estimate the actual long-term costs of that investment, and how it will reflect on tuition fees that students and their parents need to pay [21; 24].

It is easier to cheat in exams. A huge problem that teachers face is cheating on exams, and not having an insight into student knowledge of a lesson. This is also the biggest problem with online tests, because teachers often don't know if students have access to another device while taking the test. This problem could have long-term consequences, primarily due to the inability of educational institutions to guarantee that the student actually possesses the knowledge needed for higher levels of education, or to do their job [21].

Reduced number of teachers due to automation and reduced salaries. With the introduction of technology in the curriculum, the role of the teacher as an authority figure and mediator is slowly fading. It should be noted that automation in education and the introduction of certain applications has led to a decrease in the number of teachers in modern schools. However, the remaining teachers have even more responsibilities than before, and their income is not increasing in proportion with their responsibilities, so many have had to give up their job.

As we said earlier, describing the advantages of technology in education, children have the opportunity to access a wide spectrum of information that makes lessons more engaging, but the question is, how long does it take to prepare and integrate that content into a meaningful whole? So, increased responsibilities mostly refer to the preparations for class, the importance and complexity of which are underestimated by many, primarily because it is not visible to parents [11].

The problem that needs to be addressed is that educational institutions should stop approaching teachers as manual laborers, and the first step toward that goal is increasing their salary and treating them with the respect they deserve, otherwise, we will have unmotivated teachers who don't care about transferring knowledge to their students, and the consequence is a generation of individuals incapable of becoming useful members of society [24; 25].

4. Conclusions

Digitization has no doubt changed our education system, but we cannot say that it has diminished the value of our old time classroom learning. Neither do we want something so priceless to turn into dust. The best part about the digitization of education in the 21-st century is that it is combined with the aspects of both; classroom learning and online learning methods. Walking hand in hand both act as a support system to each other, which gives a stronghold to our modern students. Digitization in education has also proved to be the right method for saving resources. Online examination platforms have restricted the frivolous usage of paper, directly confining the cutting down of trees. This way the digitization of education industry in the 21st century proves to be a boon to our society.

Many technology enthusiasts believe that changes in the education system can only go forward due to an incredible growth in the number of inventions that are continuously changing the description of existing professions. In this regard, many believe that abandoning traditional classroom education altogether is almost certain in the near future, noting that traditional education will not be able to adequately prepare students for the new challenges and demands of the real world.

However, sceptics often argue that we should be careful with the immediate implementation of modern technologies in the classroom, primarily because of the potential consequences, such as widening of an existing social gap, an increased number of individuals who suffer from mental illness, and the regression of children's cognitive and academic development that may prove irreversible.

Future prospects of our research will be grounded on the development of modern methods with the application of technology, that is also changing the classroom experience. We can make out that the information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths.

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3.2 PATRIOTIC EDUCATION OF FUTURE BACHELORS IN INTERNATIONAL RELATIONS BASED ON TUTORING BUSINESS FOREIGN LANGUAGE

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Abstract. The significance of the essay is an attempt to introduce into the discourse of patriotic education of future bachelors in international relations based on tutoring business foreign language the concept and phenomenon of patriotic education and requirements of the modern society in the upbringing of social active and patriotically-oriental future professionals in international relations based on business communication. The main approach of the discourse research is a personal strategy considering the business foreign language learner as an active presenter of the patriotic values involving internationalism. This article includes the possibilities of applying local and national information in the course of the foreign business language in a patriotic educational way. It begins with an analysis of the ways in which education systems promote patriotism and how internationalist perspectives would enrich the awareness of business communication in international education. This foundation for presenting a way of thinking about foreign business language education as a means of promoting internationalism and patriotism in educational institutions. The essay ends with some thoughts about future directions in which the patriotic educational purposes of foreign business language tutoring might be further realised.

1. Introduction

Today an extremely important problem for Ukraine is creating an education system that correlates with international standards, the reform of the education system must be carried out based on scientific theory, scientific concepts and models of comprehensive modernization of education, using the rich cultural heritage of the Ukrainian people. Today, the Cabinet of Ministers of Ukraine has approved the first in Ukraine National targeted social program of national-patriotic education for the period up to 2025. The purpose of the program is to improve and develop a holistic state policy of national and patriotic education through the formation and acknowledging of Ukrainian civic identity. This was announced by Minister of Youth and Sports Vadym Huttsait [3]. The achievement of the goal will be held to fulfill the following objectives: formation of Ukrainian civic identity; the implementation of measures aimed at the introduction and establishment of national values, the development of civic identity of the population of Ukraine; formation of scientific-methodological and methodical bases of national-patriotic education. Nowadays, to educate young generation, it is necessary to turn them to the idea of spirituality of culture, ethnocultural traditions that help them to lead the

business communication on the highest diplomatic level. Business communication is the mutual exchange of understanding, originating with the receiver. Communication needs to be effective and presents the essence of management. With the use of various pedagogical tools foreign language tutors teach the future bachelors honesty, decency, and hard work, strive for excellence, love the homeland and people, educate in the spirit of patriotism and internationalism. The indicated contradictions caused the research problem, which is associated with the identification of the educational potential of the university discipline business foreign language for the effective organization of patriotic education of university students on the ethnocultural traditions of the Ukrainian people. Therefore, the purpose of our study is to theoretically substantiate and develop an effective system of patriotic education of youth based on the ethnocultural traditions of the Ukrainian people in the process of teaching business foreign language.

2. Patriotic education in a global age

Patriotism is a necessary part of the education tutoring progress in higher institutions. Patriotism is significant for preserving national unity that motivates national service. Unfortunately, not much has been written about patriotism in general and its relationship to education in higher institutions in particular. Philosopher Randall Curren and historian Charles Dorn in their research "Patriotic Education in a Global Age" [8] address this question to seek what role patriotism might legitimately play in higher institutions. After the concise and thorough investigation it became evident that patriotism indicates justice, education, and human flourishing. Though the history of attempts to cultivate patriotism in higher institutions offers both positive and cautionary tutoring. Patriotism is organized around three components -intelligence, country friendship, and competence of global justice. Patriotic policies and practices are implemented during tutoring foreign business language process for the future professionals to educate and demonstrate deep information in international business transactions that encourage exports, discourage imports, and encourage national control of natural resources. Patriotism tends to work in the same direction, by encouraging actions that support the home country and calls on individuals and businesses to act in the national interest, be aware of the main concepts how to behave during business meetings, how to react to various work situations based on national and international level. Patriotic framework is focused initially on student and staff mobility, on changes in institutional structures and, more recently, on calls for internationalised curricula in Higher Education [1]. Literature review shows that patriotism refers to the teaching of national identity, such as patriotic education and nationalistic education, and the different meanings that they may connote. Patriotic education literally means education of the people or citizens of a nation, without direct reference to patriotic feelings based on universal values, through respect for diversity and pluralism. In this context, each individual's life has implications in

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day-to-day decisions that connect the global with the local, and vice versa through respect for diversity and pluralism.

In sum it up, the role of our education system is to tutor students to dive into and think critically about the patriotic aspects. We must teach national pride implying that fact, that we are living in a nation where that pride may not occur organically. So, instead of approaching education as a vessel for faux patriotism we are to create a country that will make us proud, one that warrants authentic patriotism.

3. Foreign business language tutoring

The intercultural tutoring business foreign language is fundamental in the educational environment. It gives to the tutoring a wider function than the acquisition of the linguistic means for immediate communication in everyday life. Going beyond familiarity with a fact about a country, the knowledge skills and attitudes give access to an understanding of foreign cultures. Competence in languages will also lay the ground for participation in activities which build democracy beyond country borders and differences in culture. It is thus possible to see that the characteristics of internationalism are appearing with ever stronger emphasis in foreign language teaching policy documents: the importance of humanistic values and understanding others, the critical reflection on one's own self and country, the developing link with education for active citizenship and participation in democratic processes which go beyond the borders of the nation. In practice an internationalist perspective gives learners a view of the world, and their own nation and country within it, a point from which they can see what they have never seen before. Foreign business language tutoring demonstrates how learners can take their learning beyond the classroom and make immediate use of it in the here and now, in the communities to which they belong, at local, regional or national level. Learners make themselves effective in public life through knowledge, skills and values. They can learn to work together in an internationalist perspective across linguistic and cultural boundaries — with the competences acquired in this process — to analyse and act upon issues which require something other than a national or nationalist perspective. In recent years some foreign business language tutors have begun to work in the direction whose essence is to combine the international perspective of foreign language teaching and the emphasis on action in the community. During demonstrating the new material, various projects can be applied with the following characteristics: to create a sense of international identification with learners in the international project; to challenge the common sense of each national group within the international project; to develop a new international way of thinking and acting; to apply that new way to knowledge, to the world [2]. This educational philosophy has been pursued by a network of language teachers in schools and universities. They have taken full advantage of modern technology to create innovative projects.

4. Survey methodology

Internationalism in foreign business language tutoring has a particular role to play in prompting learners to take a different view on the world than the nationalist one, which much education promotes. Internationalism is a way of thinking and acting which is grounded in historical events and philosophies. Liberal internationalism has a vision of the world which goes beyond the national and is based on promoting a change for the better both in terms of the moral position taken and with respect to the actions which follow. Foreign language teaching has a privileged position in education systems because, by its nature, it should lead to an internationalist position demonstrating how foreign language teaching can both in theory and practice realise its fundamental but ignored international character. It shows how foreign language teaching makes a major and unique contribution to young people's education even as it provides them with tools for communication. Internationalism should be at the heart of foreign language teaching. The examples given are not of course exclusive ways of realising in practice the theoretical position of internationalism. The fundamental issue is that foreign language teaching needs to realise its full nature and potential in these ways and others, and that practitioners should work together with theorists to ensure this happens in innovative and systematic ways.

In recent decades, there have been changes in the content and methods of upbringing moral, patriotic qualities in student youth, which is due to the changed political, business, economic and social conditions of life both within the country and abroad.

Our country has become more open, and the younger generation is influenced by the European model and ideals of the individualistic personality, the attitudes of which often do not coincide with our traditional moral values. In new conditions, when the requirements for the personal qualities of a specialist change, it becomes necessary to change or improve the methods of educational work in higher institutions in the faculties of international relations. The results of the survey analysis on the faculty of international relations showed that the majority of students are proud of their country; for them, being a patriot means loving their homeland, its culture, and working for the good of their country. The educational process in the faculty of international relations in foreign business language classes is carried out through the content of educational material through the use of various methods, techniques and means, as well as various forms of organization of educational work.

Educational material for future bachelors should be business-orientated and, at the same time, be of educational - cultural value. The paper substantiates the necessity of using authentic business material from existing textbooks or specially compiled, which has educational potential in terms of the formation of firm patriotic views and beliefs. Globalization increases economic interactions across national borders through exports, imports, foreign direct investments, and mergers or acquisitions. The World Trade Organization aims at making this global system

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of economic interactions more protection free. Nationalism is domestic emphasis placed on the country's economic, political, and strategic interests. Nationalism views international business as a zero-sum competition. Patriotism is pro-national behavior of consumers, producers, and other business stakeholders, and also calls for such pro-national behavior. Nationalism and patriotism are partly reactions – varying considerably by country – to domestic effects of this globalization, markedly exacerbated by the unexpected financial crisis and ensuing severe economic recession that emerged in 2008 and continued still now.

During term period, particular attention is paid to implications for public and business diplomacy and geopolitics issues between countries. The tutoring process can be applied through various methods:

- the direct method (Its main focus is oral skill and it is taught via repetitive drilling. Grammar is taught using an inductive way and students need to try and guess the rules through the teacher's oral presentation);

- the grammar translation method (this is the traditional way of learning a language and it's still commonly used when learning some languages. Some countries prefer this style of teaching and the main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences);

- the audio lingual method (the Audio Lingual Method is based on a behaviourist theory that things are able to be learned by constant reinforcement);

- the communicative language teaching (the idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves in. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few).

The usage of different methodological approaches helps to enhance the real business atmosphere during the learning period.

The most significant point is to evaluate and find out new business information based on national knowledge and with this awareness a student is able to provide a comparative analysis with the foreign business information.

For instance, it is essential to demonstrate one of the tutoring lesson, the title of which is 'Negotiations'. The first step is to introduce the principles of Ukrainian's negotiations in comparison with the British ones: (Ukrainians are hospitable and business meetings and negotiations can be quite extended. There is also a chance that natural hospitality overshadows the overall business purpose. Nevertheless, cautiousness is usual and people normally treat even basic data as confidential, such as number of staff, turnover, etc. This information is difficult to get on the phone but can be obtained at a meeting when a link is established. When meeting with various officials, from municipalities to ministries, they may want to conclude a Memorandum of Understanding; British version:

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business relationships in this country exist between companies as well as between individuals. If your company replaces you with someone else over the course of a negotiation, it may be easy for your replacement to take things over from where you left them. Likewise, if you introduce someone else from your company into an existing business relationship, that person may quickly be accepted as a valid business partner. This does not mean that the British do not care about who they are dealing with. Personal integrity and dependability are important if you want to win their trust. In Britain's business culture, the respect a person enjoys depends primarily on his or her rank, status, education, and knowledge. Age and seniority are also respected. Admired personal traits include poise and politeness).

5. Findings

The problem of informative and educational aspects of foreign business language education tutoring is not only the acquaintance of students with a foreign culture, history, literature, etc., but also the ability to convey a similar awareness to foreign language speakers. Only by carrying their native culture, traditions and customs the student is able to conduct a real dialogue of cultures.

As practice shows, student faces a number of difficulties wanting to talk in a foreign language of their country, region. First of all, he feels the need for an appropriate factual content for his speech, which would be interesting for a foreign partner. It is realized only under the condition that the students themselves are well aware of the reality in which they live, i.e in this case they need not only a comparison but relevant knowledge. However, knowledge about their country and their native land is used in learning a foreign language partially or not systematically. In this regard, the student may well talk about London, the Big Ben, but when one is asked about Kiev or the Golden Gates and the culture of his/her native city, the country, one appears to be unprepared.

Thus, practice shows that the student is not able to transfer the knowledge of the literature, history, geography, business negotiations etc. in their native language into the studied language. One of the reasons for this phenomenon is the lack of knowledge of a specific language, the lack of experience of its use, the lack of relevant topics and issues in the content of foreign language courses.

It is rather significant that we are to add information on various aspects of Ukrainian reality: features of life, philosophy, customs and traditions, principles of business communication of the Ukrainian people but not only present information from business language literature. The term period should present the following thematic units: 1. Ukrainian and foreign brands. 2. Business historical Pages in Ukraine and abroad. 3. Political System in Ukraine and foreign countries, etc. Of course, this cultural tutorial has great potential because it contains materials on various topics, volumes and forms of presentation. It contains text and illustrations (charts, tables, illustrations, maps, graphs), which facilitate the perception of teaching material, exercises, thematic lexical units belonging to the certain

sections, additional entertaining texts. In this case the differentiated approach can be understood as the use of texts for different types of speech activity (reading, listening, speaking and writing), all forms of work (oral and written, home and classroom, frontal and individual, group, pair, playing learning, discussion) while taking into account the level of students' awareness of national business information.

Without a doubt, it can be used in the optional forms of work on the elective courses, as well as in various kinds of extracurricular activities. At the end of the tutorial there are clues to some of the exercises and the application showing the organization of the festivals 'Business Party' and 'Investment'. During the conversation, you need to stress, first of all, the word homeland, ask to explain what this word means to them personally, what feelings they experience when they hear the word, with what words they associate with it.

6. Conclusions

The cultural and instructional potential of the subject "foreign business language based on patriotism" has just began to be investigated by scientists. In the middle of the XX century the first studies on the problems of education of students in the process of learning a foreign language appeared. In this area, Z.K. Shnekendorf (1979) had research. The works of N.F. Bodieva (1991), S.V. Perkas (1990) and others are focused on education of patriotism and internationalism. The last decade studies are devoted to the heroic and patriotic education of high school students (Gizatullin, 2005; Shahbazova, 2005; Pesman, 2015), the patriotic education of young people in general (Milyukova, 2009) and future teachers, in particular (Pavlov, 2005; Shabalina and Rybakov, 2014), different directions of patriotic education in foreign language courses (Domchenko, 2015; Yevdokimova, 2005; Egoshina, 2007; Rathert, 2012; Kadykova, 2009), the use of local history material in foreign language lessons (Praded 2008; Godunova, 2006; Kalayci & Humiston, 2015; Kornienko, 2004; Agcam, Coban, & Karadeniz, 2015; Toplenkina, 2007).

As for the problem of patriotic education by means of local business studies within the course of the foreign language, this problem has not been studied intentionally, that is why our study aims at filling this gap in pedagogics. Education of patriotism a long process, which is complex in terms of context and rather unbalanced in terms of the methodical implementation. It is a comprehensive process that covers all areas of teaching and educational activity. Formation of a developed diversified multicultural identity, its world outlook, sense of patriotism and national dignity is possible by systemic development of national culture, both through the extra-curricular and lesson work.

Lesson always was and is an important aspect of a whole pedagogical process. Inclusion of ethnic and cultural material in the content of classes in a foreign language will contribute to the education of Ukrainian patriotism. Formation of patriotic feelings in many respects depends on the saturation of the

material prepared by tutors for a lesson of a foreign language, teacher's emotionality and creativity, the knowledge and the correct use of modern methods and forms of work of teacher and student in the classroom. Thus, within the purpose of patriotic education of students the local historical material should become a mandatory part of the study of a foreign language.

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**SECTION 4. THEORETICAL BASIS ON ADEQUATE
TRANSLATION ISSUES**

**4.1 ENSURING THE QUALITY OF TRANSLATION THROUGH
ADEQUATE TRANSMISSION OF THE STRUCTURE OF THE
UTTERANCE**

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Abstract. Linguists have always been interested in the act of speech as a way of transmitting and perceiving information and influencing the addressee. After all, communication would not make sense in the absence of clearly identified and complete components. In terms of communication, the sentence is qualified as an expression, a unit of communication constructed according to the laws of the corresponding language. It is in the utterance that the speaker performs the necessary communicative tasks, emphasizing certain components. English belongs to the group of analytical languages, in which grammatical relations tend to be conveyed mainly through syntax, that is, through auxiliary words (e.g., prepositions, modal verbs) and a fixed word order, context or intonation variations. In the Ukrainian language, as in the synthetic one, synthetic forms (inflection or agglutination) of expression in a sentence prevail. The role of the word is indicated by the word itself and does not depend on its place in the sentence. The difference in both languages structures may cause some troubles during translation. So, the purpose of the study is to find out how the syntactic structure of the utterance changes when translating an English text into Ukrainian and vice versa. The object of the research is an extended sentence, which is considered in terms of its communicative organization.

The subject of the research is ways of transmitting rheme when translating sentences from English into Ukrainian and from Ukrainian into English.

1. Introduction

A sentence is the smallest unit of communication. It is a meaningful combination of words or a single word, grammatically and intonationally designed as a relatively complete whole that carries certain information. The content of a sentence is usually a propositional form of so-called pragmatic variables. In a statement, pragmatic variables acquire specific meanings, as a result of which the propositional form turns into a closed sentence. During translation, a sentence can

retain its structure, but very often the translator has to rebuild the sentence in order to preserve the correctness of the utterance.

The accuracy of the translation of any text depends not only on the correct reproduction of the meaning of words, but also on the placement of accents of the utterance, compliance with the full or partial syntactic aspect. Usually the narrative sentence has a direct word order, which greatly facilitates the translation from the source language into the target language.

In the process of communication, people do not just build sentences, but use these sentences to perform actions such as informing, asking, giving advice, asking questions, ordering, warning, promising, expressing of gratitude, etc. These are all speech acts. In speech acts, sentences are used; but speech acts and sentences are different concepts. There are differences between a sentence and a statement.

Every sentence, regardless of the order of words and phrasal accents, has almost always two parts: the basic statement and the communicative purpose of the statement. Basic part (theme) is a certain piece of information or information that is guessed by the situation. The communicative purpose of the utterance (rheme) is new information previously unknown to the listener. Actual division provides for the entry of the proposal into a broader context, because the proposal acquires a specific division depending on other proposals that surround it and the general content associated with it. However, finding a rheme at the beginning (or middle) of a sentence may also be due to the need for its positional contact with the members of the previous sentence; split of the common rheme; rhythm; the author's desire to quickly express the main idea. In most cases - if not all - the structure of the topic is deliberately formed by the writer. And the translator must be able to convey its hidden meaning, otherwise the accuracy of the translation will be questionable.

The terms theme and rheme are common. In European languages these terms are widely used, for example, *thème et rhème* (fr), *тема і рема* (ukr), *thema und reme* (ger), *tema och rheme* (sw), *teema ja reemi* (fin), in English, along with the same names (theme and rheme), topic and comment, topic and focus are much more commonly used. The concepts of basis and nucleus, subject and predicate, assertion and presupposition are also meaningfully close to them. The use of this type of terms involves the division of the sentence into two components, one of which qualifies as the main, and the other as an auxiliary, i.e. semantically additional.

2. The study of the issue

The topic of the actual division of sentences in philology has been developing for over 100 years. However, despite a large number of works on the phenomenon of actual division, many aspects remain unclear. Discussions are conducted on the nature of actual division, its relationship with other phenomena in the study of language, the structure of speech.

The Czech philologist Willem Matezius, chairman and organizer of the Prague Linguistic Circle, was the first to use the term "actual division of the

sentence" as the term of a linguistic phenomenon. He regarded it as an equal, parity-syntactic order, based on its importance in expression. According to Mathesius, the division of a sentence into a base and a nucleus is the division of the sentence itself, not the judgment. The scientist called such division relevant because it depends on how the sentence is included in the speech situation. The merit of V. Mathesius is not only the fact that he significantly deepened his understanding of the basic concepts of actual division, but also determined the place of this doctrine in the system of functional grammar as a whole.

In Ukrainian linguistics, O. Melnychuk studied the communicative organization of sentences most fully [4]. He clearly outlined the problem of actual division of the sentence, revealing the relationship between external-syntactic and internal-syntactic structure of the sentence and clarifying the features of syntagmatic division of simple and complex sentences.

The linguistic encyclopedic dictionary defines the topic as "a component of the actual division of the sentence, the starting point of the message. The topic can be any member of the sentence. It is recognized by the initial position in the sentence ("To love means to live"), by the nature of the emphasis; by context. According to A.A. Shakhmatov, G. Paul, O. Espersen [3] and some other researchers, the speaker's attention is focused on the topic. J. Firbas [2], on the contrary, believes that the topic contains secondary information and has the lowest degree of communicative dynamism.

However, according to researchers, the completeness of information is created by a dynamic combination of theme and rheme. A.A. Shakhmatov and L.V. Shcherba noted that the topic corresponds to the logical subject of judgment. The topic consists of two components: information and thematization; the first is used to implement new information, and the second is to attract the attention of the recipient. Usually the topic is formed by an active participant of communication, and can be reported as objective information. The task of the translator in this case is to fully convey the thematic of the sentence in order to preserve the idea of the writer or speaker.

3. Means of expressing theme and rheme

An interesting fact is that the actual division does not coincide with the constructive-syntactic one, because, depending on the conditions, any member of the sentence can be both the theme and the rheme. Example: "To live (theme) is to meet challenges (rheme)", "To meet challenges (theme) is to live (rheme)".

For the purpose of study we made a selection of illustrative examples from Den Brown's novel "Origin" [1], "Miss Emily Martin and Other Stories" by Lynn K. Thorsen [11], "The Dice Man", Luke Rhinehart [7], Sidney Sheldon's A Stranger in the Mirror [9], and random publications in the Ukrainian and British press. The literary text appears as a multilayered inhomogeneous structure from the point of view of its composition and from the point of view of the plot and semantic connections, which is reflected in the ways of arrangement of elements of

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actual division. It turned out that the most frequent is such an arrangement that coincides with the non-emphatic actual division, when the theme and rheme are in a state of communicative equilibrium:

Bishop Antonio Valdespino was a formidable figure in Spain — not only a trusted friend and counselor to the king himself, but one of the country's most vocal and influential advocates for the preservation of conservative Catholic values and traditional political standards. [1.8]

Єпископ Антоніо Вальдеспіно був помітною фігурою в Іспанії - не тільки вірним другом і радником самого короля, але одним з найгучніших і впливових захисників консервативних католицьких цінностей і традиційних політичних стандартів.

Their conversations were never about technology; all Kirsch ever wanted to discuss with Langdon was the arts. [1.8]

Їх розмови ніколи не торкалися технологій; все, що Кірши коли-небудь хотів обговорити з Ленгдоном було мистецтво.

Проте Україна й тут іде особливим шляхом: книжковий простір формують не тиражі, а книга, про яку говорять у культурному середовищі, не завжди потрапляє в інформаційний простір. [13]

However, Ukraine is following a special path here as well: the book space is not formed by circulations, and the book that is talked about in the cultural environment does not always fall into the information space.

Such cases are usually not difficult to translate, the location of the theme and rheme in the source sentence correspond to their location in the translation.

When comparing the means of expression of the actual division in Ukrainian and English, we found that if the Ukrainian language (language with a synthetic way of expressing grammatical connections) is most characterized by the position of the rheme at the end of the sentence, then for English (the language with syntactic features) the expression of rheme is carried out using certain constructions. It follows that the order of words, which is irrelevant in the Ukrainian language at the level of syntactic structures, is an important means of actual division, a relevant component of the communicative structure of the sentence. In English, with its stable word order, this tool cannot be used for actual division as widely and freely as in Ukrainian. Due to the above features, the biggest problems in translation arise when the rheme-subject occupies the final position in the Ukrainian sentence [3.15]. The concept of topic-rhematic division is very important in any language. The study of topics and rhemes is an integral part of the study of grammar theory. These elements play a significant role in the translation from one language to another or in the analysis of a literary text, because if we choose the wrong topic and rheme in the sentence, there may be a misunderstanding of the meaning of the text. The topic of rhematic division is a rather controversial issue, and it is a huge problem in linguistics.

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Outside in the garden, in a mass burial pit, are interred the bodies of hundreds of Hungarian Jews who died during the horrors of the Nazi occupation. [1.46]

Зовні в саду, у масовому похованні, поховані тіла сотень угорських євреїв, які загинули під час жахів нацистської окупації.

На хуторі з'являється тендітна міська дівчина Майя. Навіщо вона тут? [1.46]

A fragile city girl Maya appears on the farm. Why is she here?

Among the means of expression of the actual division of the sentence we can distinguish phonetic, syntactic and lexical-grammatical.

Moving the logical emphasis in one sentence gives a different actual division. The position of the rheme at the beginning or in the middle of the sentence may also be due to the need for its positional contact with the corresponding member, which was in the previous sentence; dismemberment of the common rheme; rhythm; the desire of the interlocutor to quickly express the main idea. Researchers of the syntax of modern English believe that the interrogative method of highlighting the topic and rheme of speech is the most formalized procedure. With this approach, the topic of the statement can be identified with the content of the question, the answer to which it serves, and rheme - with the part of the information of the statement, which is a direct answer to the question. Phonetic means include logical (phrasal) stress and other intonation means (pauses, pronunciation tempo, etc.). Sometimes the parameters that distinguish statements from sentences include communicative structure (actual division), which is expressed by word order and intonation. An indispensable component of a sentence is intonation. It performs communicative (aimed at expressiveness of the statement) and modal-emotional (designed to convey shades of different feelings) functions. Logical emphasis always distinguishes rheme.. Intonation is possible only with oral speech.

*“Your host has been very secretive about the purpose of tonight’s event. Not even the museum staff knows **what’s** happening. [1.49]*

*«Ваш господар дуже приховує мету сьогоднішньої події. Навіть працівники музею не знають, **що** відбувається.*

From a syntactic point of view, each sentence contains some communication and information center, which often transmits some new information about the subject of the message. In any speech, most often the theme is placed at the beginning of the phrase, and the rheme at the end. This sequence is called progressive.

Once a year, when Kirsch returned to Cambridge to speak at the MIT Media Lab, Langdon would join him for a meal at one of the trendy new Boston hot spots that Langdon had never heard of. [1.42]

Раз на рік, коли Кірш повертався в Кембридж, щоб виступити в MIT Media Lab, Ленгдон приєднувались до нього за вечерею в одному з модних нових гарячих точок Бостона, про які Ленгдон ніколи не чув.

Otherwise, the sequence (rheme – theme) is regressive. This order can be explained by many reasons: the positional compatibility of the rheme with the

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member of the sentence in the previous statement, the rhythm, the desire of the speaker to focus on the main thing as soon as possible.

In this regard, the text can be understood correctly, and the translation is considered adequate if it correctly conveys not only the meaning of words, their grammatical forms and syntactic relations, but also when it correctly reflects the actual (topic-rhetorical) sentence structure. When translating, the principles of syntax cannot be ignored, as this leads to the loss of nuances and peculiarities that can be semantically important.

Письменники з квитками Компартії України очолили національно-визвольний рух та пішли в політику, не ставши в ній авторитетами. Натомість лідерами думок у царині культури бути перестали. [13]

"Writers with tickets from the Communist Party of Ukraine led the national liberation movement and entered politics without becoming authorities in it. Instead, they ceased to be leaders of thought in tsarist culture.

Among the lexical and grammatical ways of distinguishing rheme, remodeling constructions occupy a significant place. These can be passive constructions for underlining the object, the use of an indefinite article, the permutation of the main and subordinate clauses.

Due to the fixed order of words, the English subject can be both a subject and a rheme of the sentence, as well as the predicate, an object and circumstance can be included in both thematic and rhematic groups of a sentence. The translator must show flexibility, if necessary, replace verbs with nouns, omit some words, use impersonal constructions, change the members of the sentence. As a result, there are difficulties in translating from English into Ukrainian and vice versa. Thus, when translating from Ukrainian, the translator is faced with the limited possibilities of the English word order, when translating from Ukrainian into English, the opposite problem arises: which word order of the large number of options to choose.

Цей детективний трилер фахівці охрестили окультним, еротичним, містичним, філософським і навіть магічним. [13]

Specialists have dubbed this detective thriller occult, erotic, mystical, philosophical and even magical.

До 2011 року в Україні розмітали, мов гарячі пиріжки, лише українську версію «Гаррі Поттера». [13]

Until 2011, only the Ukrainian version of Harry Potter was swept away like hot cakes in Ukraine.

In the Ukrainian language neutral statements, which, according to various estimations make up about 70% of all statements, are built according to thematic progression: each subsequent sentence in the text is based on the previous one, advancing the statement from the given to the new one. In English the position of the rheme and theme does not directly affect the order of words in the sentence and does not change it so dramatically. However, the language units that determine the actual structure of the utterance may change the position in the utterance depending on its type. Exclusive-restrictive adverbs are often used to highlight the rheme.

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Nonetheless, that's what the rabbi had been doing this week, and the notepad on his desk looked to have been assaulted by a wild torrent of hand-scrawled notes, so messy that Köves could barely make them out himself. [1.48]

Тим не менш, саме цим займався рабин цього тижня, і блокнот на його столі виглядав так, як ніби на нього напав дикий потік рукописних поміток, таких неохайних, що Кевес ледве міг їх розібрати.

Бо тільки безгрішна душа зможе побачити двох вояків гетьмана Петра Дорошенка, які пробудилися через 340 років, щоб відшукати рай. [13]

Because only a sinless soul will be able to see two soldiers of Hetman Petro Doroshenko, who woke up 340 years later to find paradise.

Such a means of accentuating one or another part of the information can be various lexical and syntactic markers - highlighting particles, adverbs that act as intensifiers in both Ukrainian and English. The main function of these words in the text is to emphasize the rheme and related lexical items:

I just slept badly last night, that's all, don't make a fuss about it. [9.61]

Я просто погано спав, от і все ... Не роби проблем.

*Предки заповіли йому не **лише** скарб, а й родинне прокляття... [13]*

*His ancestors bequeathed him not **only** a treasure but also a family curse.*

In English emphatic syntactic structures *nothing...but, it is he who, can't help (doing)* are widely used. which are usually translated by emphatic particles *лише, тільки, хоча, те, що...*

*Потім Василь Шкляр своїм «Чорним вороном» задав найвищу на сьогодні тиражну планку – 300 тисяч проданих копій. Її дотепер не подолав навіть **той, кого** вважають модним та популярним. [13]*

*"Then Vasyl Shklyar set the highest circulation mark for his" Black Crow "- 300 thousand copies sold. It has not yet been overcome even by **those who** are considered fashionable and popular.*

It was that same evening that she sat high on the ridge of the hill, watching two plumes of clouds drift across the western sky. [9.69]

Того ж вечора вона сиділа високо на хребті пагорба і дивилася, як дві хмарини пливуть по небу на заході.

It was along this stage of my somewhat sordid road to truth that I discovered the Dice Man [8.16]

Саме на цьому етапі моєї децю жахливого шляху до істини я відкрив для себе цю людину.

In bars, restaurants, theaters, taxis, stores – whenever out of sight of those who knew me – I was soon never myself, my old normal self. [8.112]

У барах, ресторанах, театрах, таксі, магазинах - коли б я не був поза увагою тих, хто мене знав - я скоро ніколи не був собою, яким я був, тим самим, нормальним.

To place accents properly is fundamental when translating any text, especially fiction. Emphatic words and structures are strong means of emphasizing,

but they are not used in all cases. In the Ukrainian language, the rheme is most often marked by the position in a sentence. When translated into English, it may not manifest at all.

4. Conclusions

The results of the research show that, except in cases where the above differences are determined by the grammatical structure, the translation should always reproduce the thematic structure created by the author's idea. It is safe to say that awareness of the thematic structure can be a valuable tool for determining the quality of translation. The analysis of the source text involves taking into account all linguistic aspects: semantic, syntactic, and pragmatic. In contrast to scientific and socio-political texts, the literary text appears as a multilayered inhomogeneous structure in terms of composition and in terms of plot and semantic connections, which is reflected in the ways of arranging the elements of the actual division. Learning to recognize and distinguish the theme and rheme is necessary for the logically correct construction of the text, because one of the criteria for the correct transfer of the text in translation is its structure, and hence coherence, logic, integrity. Therefore, in order to perform an adequate translation, the ability to analyze the text and find the theme and rheme is important.

We can claim that the adequacy of the translation of the entire text may depend on the identifying the logical emphasis of the utterance. Often inexperienced translators do not pay attention to the communicative center of the sentence, making a literal translation which contradicts the theory of actual division of the sentence. In the process of translation one should take into account the specifics of the target language, and preserve the semantic aspect while fully or partially preserving the syntactic aspect. To achieve the adequacy of translations it is necessary to make some modifications to the syntactic structure of the source text in a way that the communicative functions of the relevant fragments of the text are preserved.

In most cases - if not all - the structure of the topic is deliberately formed by the writer. And the translator must be able to convey its hidden meaning, otherwise the accuracy of the translation will be doubtful.

Thus, the awareness of the thematic structure can be a valuable tool for determining the quality of translation. Analysis of the source text takes into account at least three aspects: semantic, which is the selection of semantic correspondences in the language of translation, syntactic, i.e. analysis of sentence structure and functions of its components, and pragmatic, which takes into account the intention of the speaker. Learning to recognize and distinguish the theme and the rheme is necessary for the logically correct construction of the text, because one of the criteria of the text is its structure, and hence coherence, logic and integrity. In contrast to the formal division, the actual division is related to the implementation of the sentence in the language practice as a unit of information, which must be designed in accordance with the communicative tasks.

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4.2 COGNITIVE APPROACH TO TRANSLATING JAPANESE-ENGLISH ONOMATOPOEIC WORDS: FINDING PARALLELS

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Abstract. The research offers insight into understanding how frames and cognitive approach can be used to convey the meaning of Japanese onomatopoeia in the Japanese - English translation process. Based on the present scientific and practical researches of the novel by Haruki Murakami “Wind-up Bird Chronicles” and its translations J. Rubin, there have been counted the frequency of use along with clarification of the semantic and stylistic peculiarities of onomatopoeia. Further understanding of verbal mimetic conflation patterns between source and target texts and its central frame models gives the possibility to define the reasons for the occurrence of the broken frame in the target texts. Based on the theory of frames and theoretic and methodological research of cognitivists, who have introduced frame analysis to language and speech units, a frame is defined as a unique structure that represents a person’s cognitive knowledge and combines both cognitive and linguistic spheres in the process of speech. Therefore, unlike other types of cognitive units (e.g. concept, image), frames are patterns that represent definite utterance, relevant to the aim of translation. Thus, any cognitive unit, as a result of mental activity, having undergone the process of verbalization at the pre-linguistic stage, appears as a frame. The theoretical studies, analyzed in the research, enable the use of frame approach in the Japanese onomatopoeia translation process since it remains beyond the attention of leading researchers in this sphere.

1. Introduction

Japanese mimetics are usually rendered with the help of such techniques as replacement, compensation, omission, and addition. Compensation is used to preserve lexical and emotive components, which are relevant to the reproduction of onomatopoeia functions when those components cannot be transcoded by the usage of other translation transformations. Previous works on translation of Japanese mimetics in literature include Flyxe (2002), Minashima (2004), and Inose (2008). These authors describe at what rate a particular form (e.g. noun, verb) is employed to translate a mimetic. For instance, Minashima (2004), who examines the English translation equivalents of 332 mimetics, reports that the concepts conveyed by them appear as verbs (27.1%), adverbs (18.1%), adjectives (15.4%), nouns (10.2%), onomatopoeias (7.2%), and others (5.7%), with the remaining 16.3% being left untranslated. These studies imply that translation of mimetics often involves ‘class-shifts’, which “occur when the translation equivalent of a source language item is a member of a different class from the original item” and the term ‘class’ signifies a word-class in this case [2, p.102]. Onomatopoeia may be omitted when all the major

components of the meaning are expressed through other linguistic units, when rendering of all the components of mimetics may lead to the unreasonably long translation version, or when the use of a corresponding equivalent may disrupt stylistics of the text. The study sheds the light on the peculiarities of frame approach in rendering the onomatopoeia of Murakami's novel in translation and shows the results of comparative translation analysis applied to the English translation of the novel. Frame analysis, which is used to convey the meaning of Japanese onomatopoeia in the context of English translation, enables to identify the main characteristics of Japanese syntax, especially the use of particles. Since there is no grammar case in Japanese, onomatopoeic verbs are determined by particles, and predicate plays the main role in the sentence structure. In this case, particles may form additional grammar cases.

2. Survey methodology

To conduct the following research, we examined 6 of the 72 chapters of the novel:

- *Book One*: Chapter 1 "Tuesday's Wind-up Bird. Six fingers and four breasts";
Chapter 5 "Hooked on Lemon Drops. Flightless Bird and Waterless Well";
- *Book Two*: Chapter 2 "No Good News in This Chapter"

Chapter 6 "Inheriting Property. Inquiry of Jellyfish. Something Like a Sense of Detachment"

Chapter 7 "Recollections and Dialogue about Pregnancy. Empirical Inquiry on Pain";

- *Book Three*: Chapter 36 "The Story of the Duck People. Shadow and Tears (May Kasahara's Point of View: 6)"

Chapter 39 "Goodbye"

One is noteworthy about the translation analysis of *Book Three*, is that it comprises the largest part of the novel, which is 41 chapters, though we picked up only 2 chapters, because there Murakami uses minimal number of onomatopoeic words in comparison with *Book One and Book Two*.

The results of this study were displayed in 7 histogram graphs, illustrating our translation analysis of Japanese onomatopoeias in the translation of "The Wind-up Bird Chronicle" by Jay Rubin [10]. The following graphs, are based on the following criteria:

- 1) the presence of loneliness topic in the title of each chapter;
- 2) the presence of sufficient number of onomatopoeias to convey the frame LONELINESS in the source language text and its target language text;
- 3) translation methods of conveying onomatopoeias in the target language text;
- 4) reasons for mimetics' omission and addition during the translation process in English version of the novel.

Having examined the of onomatopoeic words used by H. Murakami in *Book One*, we found that in *Chapter 1* on 42 pages he used 62 words, which is

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about 1.5 words per page, and in *Chapter 5* on 24 pages – 56 words, which is 2, 5 words per page accordingly. In those two chapters Murakami dragged the attention to so called "musicalisation of the text flow". One more peculiarity is a significant amount of onomatopoeic words used for connotative coloring of the text. Murakami also relies on a large number of sound symbols to describe in detail the inner world and excitement of protagonist:

「あなたに関係のないことでしょう。何時に何を何を食べようが僕の勝手だ」、僕はちよつと ムツとして 言った。

「それはそうね」、女の表情のない乾いた声で言った、ちよつとした感情の変化で声のトーンが がらりと 変わるのだ。「まあいいわ、あとでかけなおすから」 [7, p. 20].

To convey ANXIETY frame in the given dialogue, H. Murakami used simple syllabic symbolisms ムツと(する) (mutto suru) - to be offended, to get into a huff, ちよつとした (chotto shita) - to change a little, slightly and がらりと (gararito) – all of sudden.

Though J. Rubin has omitted mimetic ムツと(する) (mutto) in his translation:

That is none of your business, I said. I decide what I eat and when I eat it. [10, p. 6].

It can be noticed that *seme of irritability* was eliminated in source language translation, suggesting that J. Rubin decided to neglect the sound symbolism in this case in favor of a set expression *That is none of your business*, which preserves the expressiveness of the protagonist's statement. Within the development of tragic events in the life of protagonist, Murakami often uses one-syllable sound symbolism to convey the frame LONELINESS, which emphasizes mental loneliness of the protagonists:

その間妻は台所のテーブルの前に座って ぼんやり といた [7, p. 49].

Kumiko sat at the kitchen table and vegged out [10, p. 22].

One-syllable sound symbolism ぼんやり と (bonyarito) – absence of mind, blockhead. J. Rubin in this case used a slang phrase *veg out* with a short version of the word *vegetable* to describe the inactive state of human, when he/she does nothing and becomes literary *like a vegetable*:

食事の後で僕は風呂から出てくると、クミコは電灯消した居間の暗闇の中に一人で ぼつんと 座っていた。クレイのシャツを着て暗闇の中に じつ とうぞくまっていると、彼女はまるで間違った場所に置き去りにされた荷物のように見えた [7, p. 50].

When I finished bathing after dinner, Kumiko was sitting in the living room with the lights out. Hunched in the dark with her grey shirt on, she looked like a piece of luggage that had been left in the wrong place [10, p. 23].

In the above abstracts it should be noticed that the onomatopoeic words ぼつんと (potunto) and じつと (jitto) in the English translation were omitted,

which made frame LONELINESS broken, since the phrase *like a piece of luggage that was left in the wrong place* does not fully implement the information, which is contained in these one-syllable soundsymbolism, creating the effect of "silence and immersion in their own inner world." Onomatopoeias are often used to convey puns, linguistic characteristics of the characters and often replaced by proverbs and phrase. For example, 頭がぼんやりして (atama ga bonyari shite), J. Rubin conveyed by means of idiomatic expression "fog over", creating the effect of "condensated window" in a figurative meaning to describe the state of protagonist:

I felt my brain fogging over. The last thing I wanted to do was think [10, p. 18].

The next peculiar feature of this research concerns the ratio of the amount of onomatopoeic vocabulary with the names of sections. In the titles of all three chapters there are words that are directly related to the topic of LONELINESS and negative feelings, which we have demonstrated through in the present study in the use of certain mimetic words in the novel by H. Murakami. In the title of Chapter 2 this is *negative participle* の (no); in the title of Chapter 6 the noun *detachment* acts as a marker of loneliness, and in Chapter 7 this effect is reached through the presence of the noun *pain*:

Chapter 2 この章では良いニュースはなにひとつない

No good news in the chapter

Chapter 6 遺産相続、クラゲについての考察、乖離の感覚のようなもの

Inheriting property

Inquiry on Jellyfish, something like a sense of detachment

Chapter 7 妊娠についての回想と対話、苦痛についての実験的考察

Recollections and dialogue on Pregnancy

Empirical Inquiry on pain

In Chapter 2 of the 22 units of onomatopoeic vocabulary H. Murakami uses only 4 sound symbols with a reduplicated basis, which in most cases are semantically flexible sound-symbolic words that have the property of forming subframes of metonymical extension which is typical for Japanese language. It is an important tool not only for describing feelings, but also for transmitting voice / noise from a new angle, enabling its new use and practical application. This provides new opportunities to maintain adequacy in the translation of these onomatopoeias.

3. Findings

The systematic use of "melding text and music" in Haruki Murakami's novels makes it possible to identify a significant number of onomatopoeic units that provide connotative coloring of the text in translation. It is also relevant to the novel "Wind-up Bird Chronicles", where each of three parts is named by the author after the well-known musical masterpieces, namely, "The Thieving Magpie" (J. Rossini's opera), "The Prophet Bird" (R. Schumann's Piano Cycle), and "The Birdcatcher" (Gypsy folk song). Thus, it is logical to assert that there is a musical background in the novel,

which is adequately preserved in both English and Ukrainian translations. To visualize his inner world, Haruki Murakami uses onomatopoeia that conveys emotions and feelings of protagonists, as well as the descriptions of peculiar features and sounds of nature. It is the presence of mimetics that enables Murakami to create a complex frame net that intertwines the main storylines through the permanent repeating of some certain onomatopoeia. The study sheds the light on the connection between onomatopoeia, used in particular chapters, and titles of these chapters. Thus, there are lexical items in all the titles that are directly related to the key frames of the novel, which are conveyed by certain onomatopoeia and aura symbols in English translations of Murakami's novel. It is undeniably true that reduplicated mimetics in Murakami's novel are semantically flexible and form a subframe of sensory perception. Thus, the appliance of comparative translation analysis to these onomatopoeic verbs shows the level of adequacy/inadequacy of their transcoding in the target texts, which determines the peculiarities of sound frame/noise functions. Such a frame structure is relevant only for the Japanese language and reflects the various degrees of translation adequacy.

4. Conclusions

Thus, this research investigates the importance of cognitive approach for Japanese onomatopoeia in the translation process and presents onomatopoeia as a valuable material for the construction of frame models. The study identifies the key translation transformations to offer insights into adequate ways of rendering the sense of Japanese onomatopoeia on the case study of translated versions of Haruki Murakami novel's in the English linguistic traditions.

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**SECTION 5. CURRENT ISSUES OF MODERNIZATION PROCESSES IN
THE EDUCATIONAL AND SCIENTIFIC SPACE OF UKRAINE**

**USE OF MODERN INFORMATION TECHNOLOGY IN TEACHING
FOREIGN LANGUAES AT UNIVERSITIES**

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Abstract. The purpose of the paper is to analyze the use of modern information technology in teaching foreign languages at universities. The advantages and disadvantages of modern computer technologies are characterized. The experience of using computer technologies in the process of teaching a foreign language to students at universities is described. It is pointed out that the experience of using modern technologies in the process of studying a foreign language makes it easier for students and creates a familiar environment for them. They help to overcome the language barrier and psychological complexes of students. Thanks to multimedia resources, the study of a foreign language can be carried out beyond the limits of a practical lesson and make it continuous. The latest achievements in the field of information technologies provide a unique opportunity to obtain a more extensive informative base on the subject "Foreign Language", and also provide an opportunity to reveal the creative potential of students, which makes the learning process of foreign languages interactive, entertaining and productive.

1. Introduction

XXI century is the age of informatization, undoubtedly, makes its own adjustments to the traditional teaching of foreign languages. And our aim is to learn how to use modern information technologies correctly and effectively in the educational process within the framework of the university. In recent years, the issue of using new modern technologies for teaching foreign languages in the Institution of Higher Education has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, and a new approach to the learning process. In modern pedagogical practice, various teaching technologies are used, with the help of which the interest of students to the subject increases sharply; the academic performance and the level of intellectual culture are also increased. One of the main tasks of the research is to create conditions for practical language acquisition for each student, to choose such teaching methods

that would allow each student to show his activity, his creativity, and also to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies such as training in cooperation, project methodology, the use of new information and communication technologies, and the Internet resources help to realize a person-oriented approach to teaching, provide individualization and differentiation of education, taking into account the abilities of students, their level of education, and inclinations.

2. The Importance of information technologies

The purpose of learning a foreign language at the moment – is the development of communicative skills of the trainees, i.e. practical knowledge of a foreign language. Main purpose of the training is also a foreign language, which makes it suitable for oral and written communication, as in the future professional activity, and to further self-education. In combination with other competencies of foreign language communication competence training in the future will give each of the graduates the opportunity to be successful in the professional field and to fully realize their potential. And the task of the teacher is to educate a person the ability to communicate, to educate themselves. Necessary for the modern process of foreign language teaching is to create optimal conditions in order to make this process meaningful, effective and interesting for students. To this end, teachers use different methods and techniques that help to intensify the work of the students. In this invaluable assistance in this process renders the use of computer technology and Internet resources [1].

Teachers of new generation should be able to select a qualified and apply precisely those technologies that are fully consistent with the content and objectives of study subjects, contribute to the harmonious development of students based on their individual characteristics. Information technology can be used in:

1. Searching for literature a) Using electronic catalogue; b) The Internet using a browser such as Internet Explorer, etc., different search engines (Yandex, Google, Gmail, Search.com, Yahoo.com, etc.);
2. Working with literature during summarization note-taking, annotation, citation, etc.;
3. Translating the text, using translation software, using electronic dictionaries;
4. Storing and accumulating data (CD-, DVD-drives, Flash-card);
5. Communicating (Internet, e-mail);
6. Processing and playback of graphics and sound (players Microsoft Media Player, Win Amp, Win DVD, program for viewing images Photo Shop, Corel Draw, a program for creating diagrams, drawings, and charts) , creating training and educational films, cartoons, commercials, computer training programs, games , online travel, encyclopedias, etc.;
7. Promotion and implementation of research results (performances in video forums the Internet).[4]

2. Research methods

The specificity of the subject foreign language makes possible the use of computer technology in full in almost all these cases. When teaching grammar is

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very effective use of charts, tables, graphs, charts, drawings, and different ways of their projections (interactive whiteboard screens of personal computers, the printer is printing. Using computer technology possible in the study of almost any topic. If successful color scheme, using charts and tables, accompanied by voice (examples utterance in a foreign language) material will be perceived more easily and quickly, as will be used most of the receptors. Smaller will be the same amount of time in class, as will eliminate the need of recording material on the board. And with home PCs all training material can be stored on digital media (CD-, DVD-disks, flashcards) and transferred to a PC. Often there is a problem of "ignorance of writing" of a word, and the use of computer technology this problem is completely eliminated.

The computer can be effectively used for discovering new lexical material, new samples of statements. At the stage of consolidation and application of the generated knowledge and skills, the computer can be used in a wide variety of communicative tasks and situations on the basis of personality characteristics of the students. He can create the optimum conditions for the successful development of the program resources, while ensuring adequate and feasible load for all students. Using Internet resources allows students to bring communication activities to reality, for example, view ads for buying and selling property in the study of the theme of "apartment", the choice of a suitable theme for the guided tour "travelling".

Meet and chat in the forums closer to the realities of the country's students studied language and enrich vocabulary idioms, slang expressions, vocabulary of contemporary youth.[8] Computer widely used as a means of exercising control over the activities of the trainees from the teacher, as well as a means of self-control. Computer testing can be used as a method of final or interim audit. Depending on the capabilities, students can be tested on personal computers in the local university network or the Internet.

Fast results with this test allows the instructor to make timely adjustments to the educational process, to prevent lag, work individually with students. Student as it helps to understand what success he has achieved in the study of a foreign language and on what he needs to work harder. Teachers of our department compiled training test items containing a large database, which includes all the main topics of the course of English. Students have a good opportunity to perform these tests in computer classes, both independently and under the supervision of an instructor.

3.Computer testing is effective method in teaching foreign language

We must admit, that computer testing is effective method in teaching foreign language. We use it in preparation for the exams conducted in the form of computer based testing, as well as during the preparation of the intermediate state control (ISC). Performing the test yourself, the student can see clearly makes a mistake and correct answers. If the execution of tests carried out under the guidance of a teacher, the student has the opportunity to consult on options for answers in which mistakes were made. Experience with the use of computer

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technology in the process of preparing for exams and ISC shows that students are much faster and more intelligent learn learning material.

Having analyzed the responses of students, the teacher, in turn, sees weaknesses of each student, as well as errors specific to the whole group, allowing you to work differentially, given knowledge of each. Since each student works, as they say " one-on- one with a computer," the teacher an opportunity to see an objective assessment (in points) of the student, which puts the computer. The student also sees a realistic assessment of their knowledge and this sometimes causes him to reconsider their self-esteem. But in this kind of work, there are also disadvantages. Communicating with the computer, the students read the sentence, choose the answer without uttering anything aloud, i.e. speech apparatus in this kind of work becomes passive, which is highly undesirable when learning a foreign language. In this regard, we use this form of work with a computer periodically. [2]

The computer allows the display to present the elements of cross-cultural nature, especially the environment and situation. It is very comfortable for multimedia presentations in Power Point. Application of computer presentations in the classroom allows you to enter a new lexical, grammatical, regional studies material in the most fascinating way, implementing the principle of visibility, which contributes to more lasting learning information. Independent creative work of students to create computer presentations allows you to expand the stock of active vocabulary, increase interest in learning a foreign language and culture. It is of great importance teaching phonetics, articulation formation, pronunciation skills, to enhance students' motivation. At the initial stage of teaching, students can both independently and under the guidance of a teacher engaged in perfecting pronunciation, using the section "Phonetics" computer training program.

They have an opportunity to write their own speech. Visualization tools as an animation illustrating the movement of the speech organs, and waveforms showing the amplitude of oscillation of sound, allow students to visualize processes that accompany the process of speech production, compare your own pronunciation with the standard based on the comparison of waveforms. When working with patterns a student has the possibility of varying the playback tempo of tongue twisters: slow, moderate, fast. Performing tasks in this section, students significantly increase the pace of his speech and improve pronunciation. Section "Grammar", comprising 130 independent lessons, each of which reflects one of the phenomena of English grammar, the teacher gives an excellent opportunity to organize the students to study, consolidate and control certain grammatical topics.

Lessons consist of several types of exercises: Build the proposal; pick the right answer from the data; Put the verb in the correct form, and others performing the exercise, the student can train this rule to check how well he understood it. Read theory corresponding lesson he can by pressing «Theory». In addition a student can use applications, including a summary table times verbs list of irregular verbs, etc. The effectiveness of this computer training program is that the student

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can test yourself during the exercise. If the answer is correct, the computer will accept it. If the answer is incorrect, the student is given another 2 chances. If he's wrong again, the computer gives a clue.

It is also convenient and teacher: one glimpse and he knows how many errors did the student as incorrect suggestions highlighted in other colors. In addition, the teacher will know how many errors the student made. Sounds, words, phrases, and offers students perceived aurally and visually. This will also have the opportunity to watch on your computer screen for articulatory movements have hearing and the right intonation. [3] Selection of training programs depends primarily on the current educational material, the level of training of students and their abilities. With the passage of the theme "United Kingdom - the country of the studied language," we use a computer training program "The Royal Family", which provides students with a unique opportunity to learn and improve their English in the society of persons of royal blood - the keepers of ancient traditions and classical literary language. The program provides basic information on the members of the British royal family. Just click one of the photos and the student learns the full name, title, date of birth of the one who is depicted on it.

In addition, the program allows you to use a set of tools for presenting information (text, sound, graphics, video). After reviewing the video public speaking Queen, students will witness the most important events in the life of monarchs, be able to see the queen, hear her speak on the classic English. In this program, there is the possibility to use a dictionary, a word processor, reference materials. Students can use a dictionary: words appear on the screen, students can also hear the correct pronunciation of these words in the performance of the speaker and, if necessary, to see the translation.

4. Using World Wide Web in teaching foreign languages

This technology promotes teaching a foreign language with the help of worldwide World Wide Web, which provides great opportunities and services of information and communicative nature. Using Internet resources increases the activity of the students and the teacher's role changes, it increases the level of student's motivation, desire to find himself and explore the necessary information.[4] Thus, the learning process is beyond the time frame of the lesson. Teaching using Internet resources allows communication at different levels: teacher-student, student - student, student - friend, etc. while students have access to an unlimited amount of fresh information and a huge selection. Working alone in the Internet, students improve skills proficiency, develop critical thinking, enhance cognitive independence. Using Internet resources changes the role of the teacher, she becomes a coordinator and consultant. Attention on the formation of tasks based on Internet resources, while in the teaching process are possible if a teacher carefully selects the tasks. Working on the theme "The political system of the USA," we gave for students such tasks as: to prepare the presentation, "The President", "The Parliament of the

USA", "The main political parties." The students very seriously prepare for the implementation of this task and try to give a detailed information. It is necessary to note that presentation of the material is interesting. Following these assignments, students gain access to information is not limited in the scope of this tutorial text. They seek, learn, analyze, compare, make certain conclusions, working with Internet materials, which are mainly presented in English. When planning to use educational software and multimedia tools in study of a foreign language as well as other disciplines, it is necessary to consider the following aspects: - How will the program on students' motivation, their attitude towards the subject, increase or decrease the interest in it (for example, due to the difficult, unclear formulated requirements of the training program); - How the program meets the general thrust of the course; - Does the program promotes better absorption of the material, whether justified the choice of the proposed tasks, whether methodically supplied material; - Whether rationally designed using computer classes and new information technologies, provided there is enough time to perform independent work; - Do all students have the skills and abilities of your computer.[4]

5. Results of the research

In the framework of achieving the aim of the research, it was found out by me that in the process of application of information technologies by the teacher of the foreign language, students realize creative activities that include the ability to question, explain, study, describe, compare, analyze, evaluate, express their opinions and judgments, argue them, conduct independent searches for necessary information, navigate the text in English, and to make brief messages on a given topic.

All of the above will allow students to use the acquired knowledge and skills in practical activities and daily life to communicate with representatives of other countries; receive information from foreign sources of the information needed for educational purposes; expand opportunities in choosing future professional activities; study the values of the world culture, cultural heritage and achievements of other countries; familiarize representatives of foreign countries with the culture and achievements of Ukraine [4].

The use of information technology elements in classes helps to form the ability of students to work with various information, critical attitude towards it, develops logical thinking, provides information and emotional saturation of lessons, promotes interest of students to the subject, and activates their creative potential with the surrounding life. The use of computer and information technologies in the second and third levels of training allows students to prepare better for the final certification in English in accordance with the requirements of the state standard. In the process of training: students not only improve the knowledge they acquired during the previous period of training, but also expand their vocabulary taking into account the practical knowledge of a foreign language in the standard situations (within the framework of monologue utterances with elements of reasoning and dialogical conversations in the form of an exchange of views).

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At present, various forms of organization of the educational process are used. Since information technologies are both a means of supplying material and a controlling agent – such technologies provide high quality of the material supply and use various communication channels (text, sound, graphic, and touch). All this allows increasing students' motivation and forming their communicative competence. The computer at the lessons of a foreign language makes it possible to implement a personality-oriented approach to learning, provides for individualization and differentiation of instruction, increases activity, motivates students, intensifies the learning process, fosters adequate self-esteem for students, and provides them with a comfortable learning environment.

For use in foreign language lessons, a wide range of computer programs are currently offered: Educational programs - to acquire certain knowledge, skills and habits; Training programs - to consolidate knowledge and skills; Control programs - to monitor the quality of knowledge and to correct it; Game programs - for intellectual development.

Using information technologies, the following goals and tasks can be realized: 1. When teaching phonetics: a. acquisition of skills of adequate pronunciation and differentiation by ear. Further improvement of listening and pronunciation skills in relation to the new linguistic material; b. formation of auditory, pronunciation and intonation skills. 2. When teaching grammar: a. expansion of the volume of grammatical means, mastering of new grammatical phenomena and their use in speech; b. (for high school students), productive mastery of certain grammatical phenomena - for example, recognition and use in speech of various types of sentences, and constructions (for middle-class students); 3. When working with vocabulary: a. the systematization of lexical units, the expansion of the potential dictionary, the development of skills for recognizing and using lexical units in speech; b. formation of lexical skills of reading, listening and productive writing skills. 4. When teaching reading: a. perception of authentic texts of different styles (publicity, artistic, non-fiction), using basic types of reading: study, review, and search; b. formation of the ability to independently overcome language difficulties, providing reference and information support by providing language information (electronic encyclopedias, automatic dictionaries).

The use of computer programs makes it possible to shift the focus from reproductive activity to creative activity, to enrich learning, to develop associative and emotional memory and audiovisual perception. Parallel texts in Ukrainian and English also help to achieve unconscious establishment of interrelation between words. Listening to the materials facilitates and accelerates their assimilation, helps to improve English, and develop a correct intonation of the English language [2]. The use of information technologies also facilitates the implementation of group work; allows planning creative activity, active, and purposeful communication (within the group and with the outside world); provides opportunities for organizing collective creativity (Web 2.0 technology), information retrieval in

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open information networks (when creating a project and preparation of individual tasks) and preparation of reports on the work performed or the event. Great opportunities for teaching students in foreign languages provide multimedia.

A distinctive feature of multimedia is a high information density and a full set of the most effective learning components – a synthesis of text, visualization, and audio materials that allow you to perceive information in a multimodal manner, with the activation of several information channels, which allows you to use the most effective ways of perception for each student. Thus, the use of information technology in lessons provides a lasting result, primarily due to the use of the creative potential of students, which leads to the formation of a situation of success and increases the motivation in the teaching. The pedagogical process is the cooperation with the student, when the teacher helps in overcoming difficulties; explains, shows, reminds, points out, brings, advises, consults, prevents, empathizes, encourages, stimulates confidence and interests; inspires and gives the student the joy of communication; helps learning to develop and improve [7, 8]. The result of the work is achieved due to the optimal combination of innovative tools and teaching methods, which maximizes the cognitive activity, the desire to resolve problem situations and the independence of students.

Thus, information and computer technologies are a means of activating the creative potential and improving the quality of knowledge when learning a foreign language. Information technology is only for teachers who love to learn new. They are for those who are not indifferent to the level of their professional competence, which cares how much the teacher of the modern Ukraine high school meets the requirements of the coming. Active work is being done to create and improve electronic courses, as well as the modernization of mechanisms for their accumulation and evaluation.

As our practice of using Google classrooms shows, it is an open source learning environment. Their competes on an equal footing with the world flagships of the system of the distant educational system (SDE) market. Google classrooms combine a wealth of functionality, flexibility, reliability and ease of use. Another system as Moodle is also used by many teachers of foreign languages. The system is widely known in the world, has more than 60 thousand installations in more than 100 countries, having been translated into several dozen languages. The system is well scaled: there are installations that serve up to a million users.

Moodle SDO is designed to create and conduct quality distance courses based on the following characteristics: – Moodle Features – all resources are collected in a whole unit. In the system, you can create and store electronic learning materials and specify the sequence of their study. Due to the fact that access to Moodle is carried out through the Internet or other networks, students do not are tied to a specific place and time, can move on the material at their own pace from any part of the globe. – Electronic format allows you to use not only text as a "textbook", but interactive resources of any format from an article in Wikipedia to

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a video on YouTube. All course materials are stored in the system; they can be organized using shortcuts, tags and hypertext links. – Joint solution of educational tasks: Moodle is focused on teamwork. In the system for this purpose a lot of tools are provided: wiki, glossary, blogs, forums, and workshops.

At the same time, the training can be carried out asynchronously, when each student studies the material at his own pace, and in real time, organizing online lectures and seminars. The system supports the exchange of files of any formats – both between the teacher and the student, and between the students themselves. The teacher is in touch with the students. Broad opportunities for communication is one of the strongest aspects of Moodle. In the forum, you can conduct discussions on groups, evaluate messages, and attach files of any formats to them. In personal messages and comments – to discuss a specific problem with the teacher personally. In a chat, the discussion takes place in real time. Newsletters promptly inform all course participants or individual groups about current events: you do not need to write to each student about a new assignment: the group will receive notifications automatically. – The quality of training is under control. Moodle creates and stores a portfolio of each student: all the work submitted by him; evaluations and comments of the teacher; messages in the forum. Allows you to control "attendance" - the activity of students, the time of their academic work on the network.

As a result, the teacher spends his time more efficiently. He can collect statistics on the students: who downloaded what, what homework did and what tests he received. Thus, a lecturer can find out how students understand the topic, and in view of this, offer material for further study [3]. We also find it is important that the features that Moodle gives to users can be grouped by roles: 1. Students learn at anytime, anywhere, at a convenient pace, spend more time on in-depth study of interesting topics, knowledge is better absorbed. 2. Lecturers keep the course up to date, change the order and method of submitting material depending on the work of the group, spend more time on creative work and professional growth, because routine processes can be entrusted to SDE, support feedback from students, including after graduation. 3. Administration effectively distributes the burden on teachers, analyzes the results of training, and reduces the cost of managing the learning process

6. Conclusions

To conclude all said above, it is worth mentioning that in Moodle, there are solutions for all possible tasks of managing the learning process. The use of information technologies in teaching the foreign language helps to solve various problems of modern methods, such as the organization of successful communication-directed learning, creation of an educational language environment, involving all students in the communication process at the lesson (with the help of attraction of interests of the last in a choice and work with the information), improving the role of the teacher, his active participation in adjusting

the content of training, the selection of the most effective ways of presenting information. Thus, at present, the issue of using new methods for teaching the foreign language is working with multimedia technologies. All these innovative techniques ensure the effectiveness of training within the framework of a modern system activity approach.

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**SECTION 6. VIRTUAL EDUCATIONAL ENVIRONMENT IN THE
SYSTEM OF PROFESSIONAL FOREIGN LANGUAGE TRAINING**

**THE ROLE OF VIDEO IN TEACHING ENGLISH DURING THE
COVID-19 PANDEMIC**

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Abstract. This research reveals the role of the video in teaching English during COVID-19. This paper reviews the literature regarding how effective the use of video for distance learning classes is. It stresses on current issues related to the coronavirus pandemic and how this has affected the process of teaching English around the world. The article highlights the advantages and disadvantages of using video in English language teaching. The study highlights the main ways of using video in the learning process. In particular, these are synchronous, asynchronous and hybrid methods of using video in the teaching of English during COVID-19. It also describes ways to use video in the lessons to broaden students' understanding of other nations' cultures for self-development and learning speciality horizons. The problems of teachers in the preparation of English classes, associated with technical knowledge, knowledge of computer programs, and the use of outdated methods of teaching were identified.

1. Introduction

Today, learning English for most countries of the world is a necessity because people in the most developed countries communicate in this language. And since the socio-economic situation in many countries of Europe, Asia, Africa, Latin America is not favourable, for many people studying English and English, in particular, helps solve problems with learning (entering universities, communication with peers), work (adapting to a new culture in a more common for a developed country way, solving current work tasks), leisure (tourism, travel, communication with people).

The emergence of the new COVID-19 virus, which appeared in late 2019 in the Chinese city of Wuhan, has led almost all countries in the world to impose severe restrictions. They affected all areas of society virtually. Airports, train stations, cafes, and restaurants were closed. Employees were transferred to remote

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work mode. The same severe restrictions were imposed in education. This included the study of the English language. Both teachers and students had to get used to the new normal.

This kind of training had different effects on the participants of education in other countries of the world. Insights from the American Educator Panels has revealed that 44,6% of teachers highlighted strategies to keep students engaged and motivated to learn remotely as the major or very major need [17, p. 9]. Various problems associated with access to online learning have arisen. The main ones among which are:

- 1) Lack of internet access for students;
- 2) Concerns about providing equitable instruction to all students;
- 3) Inability to communicate with students and families. [17, p. 4].

It is suggested that only such factors had a positive impact on the learning process:

- 1) no need to commute to school or university;
- 2) saving the time and money of the participants in the learning process;
- 3) there is an opportunity to improve information and communication technology (ICT) skills.
- 4) visualization helps to memorize material better: both grammatical rules and vocabulary.

Researchers from other countries [13, p. 40] highlight the difficulties with the Internet, especially in hard-to-reach rural areas. Many teachers who had been working with previous methods had to adapt to the new conditions. Exploring new means of communication such as Zoom, WhatsApp, Facebook, Skype, Telegram, and others was difficult for teachers. But most of the studies have yielded positive results [10, p. 38; 21, p. 31].

In particular, Lintang Kusuma and Tono Suwartono [21, p. 31] appeal to the following: the result of the student's response to the use of Telegram Messenger in English class during the COVID-19 pandemic was in the percentage of 81%. It means that Telegram Messenger was beneficial for the students and very effective to be used in English class. The use of the messenger WhatsApp in the process of learning English, according to the study of Tri Wahyuni Chasanatun, Sri Lestari was positive. With the use of Camtasia, Youtube link, and WhatsApp 95% of students are able to write with correct punctuation and use capital letters in their sentences, especially at the beginning of their sentences. Moreover, the students are also able to make sentences with good arrangement by choosing effective words and appropriate order [10, p. 38].

Since the effects of the coronavirus are still affecting learning, the use of the Internet, video, messengers, and other ways to help teachers teach and students learn English is relevant, both in the coming years and in the future, despite the challenges listed above.

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The role of video in English language teaching, given all of the above, has grown. It has now become a necessity. Video in the process of teaching English can be used in a variety of ways. It can be used in teaching students to introduce the culture of other countries of the world, the sights, the nature, the mentality of people. They allow information to be perceived, saving students' time and money. Videos can be used to learn and build life skills to achieve certain results in different areas of life. They also may focus on the development of lexical and grammatical skills and on the psychological aspect.

2. Literature review

This research is a literature review. This study also highlights the main advantages and disadvantages of using video in English as a Foreign Language (EFL) study during the COVID-19 pandemic.

Research findings of Hadeel A. Saed, Ahmad S. Haider, Saleh Al-Salman, Riyad F. Hussein has shown that YouTube improved EFL students' listening and speaking skills and encouraged them to communicate verbally in English. YouTube acquainted students with native English speakers' culture, which, in turn, enhanced their language proficiency [33, p. 4].

A study by Tri Wahyuni Chasanatun, Sri Lestari also has highlighted the positive role of video in English language learning. It can be concluded that Camtasia, Youtube link, and WhatsApp group is suitable for the teaching and learning process, not only in this pandemic situation but also in online learning. The lecturer/teacher can record the material using a Camtasia recorder, then upload it on the lecturer/teacher Youtube channel, then share and discuss the difficulties through the WhatsApp group [10, p. 38].

Despite the positive experience of using Youtube to teach English, some researchers, in particular, point out the occurrence of specific difficulties. The study revealed that the teachers and students responded positively to the implementation of YouTube videos in learning English in the class. The students acquired several improvements for their achievement in English. The data showed that most of the respondents obtained that the implementation of YouTube videos in learning English gave them better comprehension and understanding of the topic given by their teacher. However, some problems still happen during the performance of YouTube videos. Among the main difficulties was the lack of Internet connection during classes. Teachers need to combine and improve the teaching methods with other methods in order to give students variety and to avoid the flatness in learning English. [9, p. 9].

Gidion Maru, Sahril Nur and Fergina Lengkoan have shown in their research that the use of video in improving students' writing ability, especially writing descriptive text, is effective in the transition period that is before and during the emergence of COVID-19 Pandemic. In spite of the pandemic effect, the use of video remains applicable for teaching [26, p. 416].

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In another study, Natalia Anggrarini and Ikhbal Faturokhman say the following. Youtube is perceived as an interesting media for learning English because it is supported with moving visuals. It also motivates the students to learn because the explanation in Youtube is perceived as more precise and detailed [7, p. 96]. However, the researchers also pointed out specific difficulties in the use of video. Youtube becomes problematic when the video duration is too long. It can affect students' interest to keep learning from the video. Youtube is also reported as a media that does not support cooperative learning and interaction [7, p. 96].

Veni Roza has concluded that students enjoy studying at home, and so do teachers. They perceive online learning is effective for micro-teaching subjects. Even though at the beginning all are not ready for a difficult situation due to COVID-19, the teaching learning process keeps running well and effectively through incorporating both synchronous learning models, namely zoom and asynchronous one that is YouTube. These are very beneficial for both students and lecturers [42, p. 6].

However, other scholars have observed negative experiences with video conferences during English language instruction. For example, Gökhan Orhan, Ömer Beyhan appeals to specific problems for teachers in particular. The teachers kept traditional teaching techniques in designing lessons and developing materials. Lack of social interaction and eye contact with students; absence of feedback lowered the effectiveness of distance education [29, p. 39].

It can be concluded that most of the English language learning assignments are done with videos, and messengers are used mainly to transmit these assignments to students and to get feedback from them [10, p. 38].

Accordingly, the advantages and disadvantages that we pointed out above concerning English distance learning during the COVID-19 coronavirus pandemic can be fully correlated with the advantages and disadvantages of video in teaching and learning English for EFL and English for Specific Purposes (ESP) students.

Although the study of Zulnaidi Yaacob, Nor Hasliza Md Saad was for a single subject, accounting, the samples were limited to the distance education students familiar with the online learning platforms. Their research has shown that the same factors influenced the acceptance of YouTube content for both study groups: perceived ease of use, perceived usefulness, and social influence [44, p. 1739].

Another study by Nur Syahmina Amalia Ab Razak and Rosseni Din says that the majority of the respondents in their study loved watching videos as they spend more than two hours per day doing so [31, p. 48].

It is also important to remark that all the above studies were conducted during the COVID-19 coronavirus pandemic. This remark indicates their relevance to this study.

It should be said that distance learning of English by video link can be divided into several types [35, p. 31]:

1. Synchronous. When the teacher and the student can see and hear each other simultaneously using the Internet, there is a live online broadcast. The teacher gives a task, and the students at the current moment perform it.

2. Asynchronous. When the teacher gives an assignment by any available means of communication (Internet, mobile communication, etc.), the student performs it remotely without contacting the teacher. He can watch the videos he received via a link and learn English;

3. Hybrid. When both online broadcastings take place, students study the videos they received via a link at any given time.

3. The role of videos in teaching and learning English and basic life skills

The influence of digital videos on our everyday life is undeniable. Online video sharing sites such as YouTube, Vimeo, and Metacafe boast monthly audience numbers in the millions. With digital videos continuing to gain popularity, it seems only natural that this familiar and widespread platform should extend into the education system. Students today are using educational videos as a tool for learning everything: from basic skills - like changing a tire - to the latest dance craze. Remarkably, they make up 92% of the digital video viewing audience. Abstract topics that once seemed difficult to teach and learn are now more accessible and understandable thanks to the availability of effective educational video platforms for online learning. Studies have shown that the use of short video clips allows for more efficient processing and memory recall. The visual and auditory nature of videos appeals to a wide audience and allows each user to process information in a way that's natural to them. In a nutshell, videos are good teachers [8]. They help to form basic life skills and language skills, especially during the COVID-19 pandemic when face-to-face communication with the teachers is limited or even impossible. They are accessible, easy to understand, useful and beneficial, interesting and different in their nature which make the process of learning and teaching easier, more effective and exciting.

Nowadays many teachers are facing problems how to teach not only the English language skills but different life skills. What are these 'life skills'? There's no one widely-accepted definition of life skills, and indeed the term is used quite differently in different contexts. It can refer to those abilities you employ on a day-to-day basis to deal with the practicalities of living, such as cooking, managing your finances or shopping. However, you probably wouldn't expect your English teacher to start giving you cookery lessons! Wider definitions of the terms usually refer to things such as 'psychosocial and interpersonal skills generally considered important' or 'skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking'. Looking at typical lists of life skills will give you a sense of what is usually included, and apart from the ones mentioned so far, you'll find references to active listening, being assertive, persuading, gathering and synthesizing information, managing time, being self-motivated, and setting goals, amongst many others [36].

If you are to be properly prepared for your future professional, academic and social lives, you need to develop your life skills. This is even more important

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when you are going to be doing some or all of those things in another language, English. You need to learn exactly how we negotiate in English, or how we persuade, challenge or support other people. Of course, this means learning particular forms of expression and phrases commonly used in certain situations, but it also means learning about the cultural assumptions that other people have in those situations [43]. Here is just one example of such YouTube video ‘How to negotiate in English – Business English lesson. Oxford Online English’ which can be used by teachers to help students to learn both English language and basic life skills, such as how to give their opinion, negotiate and persuade people, use some business English phrases and revise some grammar [19].

Thus, life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. They include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals. Life skills touch upon issues that are: real which actually affect people’s lives, topical, sometimes sensitive because they can affect people on a personal level, especially when family or friends are involved, often controversial when people disagree and hold strong opinions about them, ultimately moral if they relate to what people think is right or wrong, good or bad, important or unimportant in society [43].

Why do we need to teach not only English but life skills? Democracies need active, informed and responsible citizens, who are willing and able to take responsibility for themselves and their communities and contribute to the political process. Democracies depend upon citizens who, among other things, are: informed about social and political issues, concerned about the welfare of others, able to clearly articulate their opinions and arguments, capable of having an influence on the world, active in their communities, responsible in how they act as citizens. These capacities do not develop unaided; they have to be learnt. While certain life skills may be acquired through our everyday experience in the home or at work, they are not sufficient to adequately equip citizens for the active role required of them in today’s complex and diverse society. How does training in life skills benefit young people? It helps them to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination, gives them a voice at school and society at large, enables them to make a positive contribution by developing the expertise and experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life [43]. All these issues are very important and should be taken into account while teaching and learning English and basic life skills, and videos are becoming gradually important and helpful in the current situation during the COVID-19 pandemic.

4. The role of videos in teaching and learning English to experience new cultures and broaden students' horizons

During the COVID-19 pandemic people are facing many restrictions, especially if we talk about travelling. It may seem counterintuitive to be learning a language in a world where international travel is indefinitely on hold, but it seems now more than ever people are willing to give it a try. Though it is uncertain when we will be able to travel again, there are still so many benefits to learning a new language. Knowing the language of the country you are in and speaking with locals can have a huge impact on your experience, allowing for full cultural and linguistic immersion. If anything, it can remind us that there is another world outside of our homes, and give us hope for the future that we can freely explore it again soon. But videos and learning English are giving students a good chance to open up a new world, to experience new cultures and broaden their horizons. Videos are free and easy to use, they are a popular starting point for new language learners and those who want to maintain their current language abilities [27].

Videos can bring the outside world to students, introducing different cultures, new places and ideas. They provide a great way to integrate new content and language learning at the same time – giving students the opportunity to learn about a whole range of subjects and ideas, at the same time as learning English [32]. YouTube Education which is free and has no ads, curates YouTube's content for educational purposes and allows teachers to create a playlist that can be shared with students. Some of the favorite playlists are Essential Literature, which gives clear and concise summaries of popular texts, and National Geographic, which has videos of varying lengths about topics ranging from plants and animals to geography, culture and history, customs and traditions. Both of these playlists allow teachers to turn on closed captions so that students can read the text as they watch the video, which is particularly helpful for ELLs [34].

The students can learn more about 15 unbelievable places that actually exist [2], the top 10 best and must-see greatest museums [40] etc., broaden their horizons, develop their listening and speaking skills, develop their vocabulary.

Field trips are fantastic, but budget restrictions, lack of personnel, and even extreme scenarios like the COVID-19 pandemic can make it difficult to get out of the classroom. Fortunately, some video apps and platforms allow educators to integrate new experiences in the classroom without having to take the students out of it. In history class, teachers can take students on a tour of Ancient Egypt. In language arts, a teacher can “interview” an author or explore the setting of the novel your class is reading. Digital field trips open the entire world to the classroom. This makes a richer, more culturally relevant education without the price tag. They offer more ways educators can explore the world with such platforms and apps as *Google Arts & Culture* and *Screenrecastify!* Field trips are a lot of fun – it's always wonderful to see the awe and amazement on a student's face when they see giant turtles swimming in an aquarium, a science concept come

to life, or the artifacts of a long-gone civilization. It may be a long time before we can take in-person field trips again; however, a teacher can replicate this awe and excitement using Screencastify. And when we return to in-person classes, creating digital field trips using Screencastify allows the students to explore the farthest reaches of the globe without ever leaving their classroom [12].

Thus, we can see that the role of videos in teaching English is becoming more and more important during the COVID-19 pandemic. Videos bring realism to the virtual classrooms making the learning process safer, easier, more accessible and exciting.

5. Video in teaching grammar and vocabulary

Video is a useful grammar teaching tool that encourages and motivates students to learn grammar in English. This technological tool has been found to be efficient for grammar instruction because it provides students to learn with rich input, exposes them to authentic language through auditory and visual channels, and motivates them to learn the target language. YouTube videos help students master English grammar and improve their vocabulary.

For instance, the following videos reflect the compulsory elements of the university curriculum; at the same time the videos enable students to familiarize themselves with different variants of the English language such as American, Canadian, Australian and British English.

- *English tenses*. In this YouTube video the teacher will introduce to students all English tenses, giving all the insights learners need to know [6].

- *Modal verbs* [28]. In this video the teacher explains what modal verbs are, the rules and the situations in which students can use each modal verb.

- *Comparatives and superlatives* [11]. This video is a fun English grammar lesson which looks at comparatives and superlatives.

- *Articles*. In this video students will work on their English grammar, specifically on how to use articles [14].

- *Gerunds and Infinitives*. In this video students can go over common verbs that are followed by either a gerund or infinitive [16].

- *Passive voice* [20]. In this video students can learn about the passive voice in English. They can see what it is, how to form it, and how to use it.

- *Conditionals* [37]. Students can master the conditional tense with this fun lesson.

- *Idioms* [1, 3, 5, 15, 30]. These videos can help students speak confidently and naturally, improve both listening and pronunciation, learn new vocabulary, idioms, and expressions, overcome speaking anxiety. They can learn advanced vocabulary with a native speaker.

- *Phrasal verb* [4, 18, 22]. Most English learners find phrasal verbs confusing and scary. In these videos students can learn phrasal verbs, while having fun with movies.

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- *Useful English vocabulary* [23, 25, 39, 41]. Students studying English for specific purposes can learn travel English for staying at a hotel.

Video is a valuable tool that supplements classroom instruction of grammar. It provides students with an explicit instruction on new grammatical forms and introduces them to an authentic language in a context that shows how forms and rules are used. Students can listen and watch speakers' explanations of new grammar rules and use. Some students say that grammar is boring. Learning grammar in a fun way is also an interesting aspect of video-based grammar instruction. It is enjoyable as learners watch short comedies or plays where actors use new grammatical forms and rules in funny conversations. Students prefer this way of teaching grammar. They will be able to listen to the videos a lot of times and understand the lesson. Videos allow students to watch what the lecturer says about the rules and also can read the writing and see how they use it.

The role of fun in learning grammar during pandemic is undeniable. The funny aspect of learning grammar through videos as opposed to the traditional textbooks in the classroom could change students' opinion about grammar. Some videos can involve short comedies about certain aspects of grammar, such as tenses, modal verbs etc. [24]. We have asked some groups of students about the loveliest part of the videos for grammar. They preferred the comedy when characters appeared to joke and kid about grammar rules. Students enjoy the short comedies because sometimes grammar makes you feel bored so this made them enjoy learning grammar. It is never easy. Therefore, studying grammar through humorous examples, which are illustrated with funny cartoons for instance [38], will help students easily remember the sentences structure, use correct verbs etc.

The great value of video lies in the combination of sounds, images, and sometimes text (in the form of subtitles), together with the socio-cultural information. All this makes it a very comprehensive tool for teaching vocabulary to students. Videos provide significant effects on the students' vocabulary acquisition. Learners have positive attitudes towards the use of videos to facilitate the acquisition of new vocabulary items. Well-selected video materials could enhance students' language learning process as well as increase their motivation to learn the target language.

It is a good idea to learn vocabulary with people from different countries. This is a great way for students to learn about many cultures while increasing their vocabulary and improving their pronunciation.

6. Advantages of videos in teaching and learning

According to all of the above, we can highlight the following advantages in learning English by video:

1. No need to get to school or university. This statement can be a positive factor for both teachers and students, especially if they do not like the atmosphere there;
2. Saving time and money for participants in the learning process. In particular for transportation.

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3. There is an opportunity to improve their ICT skills. Both teachers and students are learning new features such as Zoom, Google Meet, Viber, WhatsApp, Telegram, Facebook, etc.

4. Video content helps to better involve students in the process of learning English because it is different from the usual routine lessons at school or university;

5. It is possible both to communicate remotely and to comply with government-imposed quarantine measures against the COVID-19 pandemic;

6. The opportunity to study other cultures, cities and countries, history, traditions, landmarks, nature, mentality. This possibility will allow students to adapt better while travelling to the rules, mentality in other countries that are new to them;

7. The teacher can expose features of the speciality better for ESP students as videos are more vivid and easy to understand;

8. Students can develop their life skills much faster using videos in the lessons, as they better perceive the information.

7. Disadvantages of videos in teaching and learning

Based on research by Laura S. Hamilton, Julia H. Kaufman, Melissa Diliberti, and the study of Leli Efriana, the main disadvantages of using video to teach English in a COVID-19 pandemic are as follows:

- 1) Lack of Internet access for students;
- 2) Concerns about providing equitable instruction to all students;
- 3) Inability to communicate with students and families. This can be due to a lack of physical contact with peers as well as with the teacher;
- 4) Lack of technology devices for students;
- 5) Financial constraints;
- 6) Concerns about the privacy of students and families;
- 7) Inadequate access to the Internet or technology among teachers;
- 8) District policies that limit the use of online tools;
- 9) Issues related to collective bargaining contracts [17, p. 4];
- 10) The quality of the video connection depends on the Internet connection. It may not be available at all (e.g. in inaccessible mountainous areas of certain countries) [13, p. 40].

8. Conclusions

Based on the above study, we can conclude that using video in English language teaching during the COVID-19 coronavirus pandemic is essential. Nevertheless, let us remark that in teaching with the help of video, such factors as 1) the professionalism of teachers; 2) the ability to use new technologies by both teachers and students; 3) the need to constantly learn new technologies and regularly apply them in practice; 4) ensuring the technical component of lessons (availability of appropriate computer equipment, availability and quality of Internet connection and other factors); 5) ensuring the safety of classes during the coronavirus pandemic

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(availability of antiseptics both at home and in educational institutions, regular ventilation of rooms, safety measures) have a significant impact on teaching process. These requirements may vary according to the socio-economic possibilities of the countries. Nevertheless, in the pandemic conditions and due to the positive practice of teaching English with videos for EFL and ESP students, it is necessary to create specific standards for conducting such classes. The teaching would be harmonious for all the participants in all the countries of the world.

It is possible to use videos to teach any English language part: speaking, grammar, vocabulary, reading, and writing. Today's videos are played back in high deminsion (HD): 720 p, 1080 p. This factor allows students to use their visual memory more effectively and engage in the learning process successfully.

Video can eliminate gaps in understanding cultural differences, mentality, history, landmarks, and the nature of different countries. These videos save money and time for students. When students visit other geographical locations, they will already be ready to overcome communication barriers, understand cultural differences, and travel more effectively.

The video allows a more complete and vivid presentation of life skills and the study of various professions. Both the instructor and the students can delve deeper into these issues. The instructor can expose them more to the students, and they, in turn, will absorb the information better through video than through any other medium.

In order to continue the most effective use of video for teaching English in the educational process under conditions of the COVID-19 coronavirus pandemic, in our opinion it is necessary to develop such measures as:

- 1) providing both teachers and students with teaching materials;
- 2) technical provision of classrooms;
- 3) creating conditions for continuous professional development of teachers;
- 4) psychological support for participants in the learning process;
- 5) preparation of new teaching materials that will involve students in the English language learning process to the maximum, increase their interest to the subjects, including those who considered to be ESP;
- 6) ensuring safety through hygiene, antiseptic, vaccination means;
- 7) finding new ways to use video in English language teaching;
- 8) develop state programs that meet all international standards and are constantly updated.

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